

Board of Directors Meeting  
 School District 4J, Lane County  
 4J Education Center / Virtual  
 (in-person or virtual)  
 200 North Monroe Street  
 Eugene, Oregon 97402  
 Wednesday, April 17, 2024

**NOTICE:** The Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID: 912 2512 8314

**School Board Meeting Request Forms:**

Sign up to provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

**7:00 PM  
 Regular Meeting**

- I. **7:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Receive Reports from High School Student Representatives
- VI. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members
  
- IX. **Consent Group - Items for Action**
- 1. Approve Special Board Meeting Minutes for: 3  
 March 20, 2024  
 March 22, 2024
- 2. Approve Middle School English Language Arts (ELA) Instructional Materials Adoption 8  
 Presenters: Adrienne Pierce, Secondary Curriculum & MTSS Administrator  
 Tammy Steeves, Secondary ELA Specialist/Teacher on Special Assignment (TOSA)
- 3. Approve Transportation Supplemental Busing Plan 23  
 Presenters: Arthur Hart, Transportation Director; Sarah Mazze, Safe Routes to School Coordinator
- 4. Approve Bond Project — Equity, Access, & Health — Chávez 108  
 Elementary School Life Skills Program  
 Presenter: Ryan Spain, Director of Facilities
- 5. Approve Bond Project — Churchill High School Roofing 109  
 Presenter: Ryan Spain, Director of Facilities
- 6. Approve Bond Project — Yujin Gakuen Elementary School Furniture 110

	Purchase	
	Presenter: Ryan Spain, Director of Facilities	
7.	Approve Transportation Bus Wash Infrastructure	111
	Presenter: Ryan Spain, Director of Facilities	
X.	<b>Items for Information</b>	
1.	Receive Presentation of School Continuous Improvement Plan (SCIP) for South Eugene High School	112
	Presenter: Kee Zublin, South Eugene High School Principal	
	20 Minutes	
XI.	<b>Items for Action</b>	
1.	Mandarin Matrix: K-8 Mandarin Language Arts Curriculum Adoption for Chinese Immersion	137
	Presenter: Jen Hebard, Principal Chinese Immersion	
	10 Minutes	
2.	Two-Year Academic Calendar:	147
	2024-2025 Academic Year	
	2025-2026 Academic Year	
	Presenter: Colt Gill, Interim Superintendent	
	15 Minutes	
XII.	<b>Items for Action at a Future Meeting</b>	
1.	Select Process to Review Policy Relevant to Materials Displayed in Classrooms	153
	Presenter: Maya Rabasa, Board Chair	
	20 Minutes	
XIII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XIV.	Adjourn	

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

**INFORMATION FOR THE DEAF AND HARD OF HEARING:**

Closed Captioning is available during Board meetings through a zoom live feed  
which is also displayed at in-person meetings.



**ITEM FOR ACTION–CONSENT AGENDA**

**Date of Meeting**

April 17, 2024

**Title**

Approve Special Board Meeting and Work Session Minutes for:

March 20, 2024

March 22, 2024

**Background**

The board minutes above are in draft form. If approved, the final minutes will be uploaded to BoardBook and available to the public.

**MINUTES OF SPECIAL BOARD MEETING  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: March 20, 2024**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 7:30 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on March 15, 2024.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Chair Maya Rabasa  
Vice Chair Jenny Jonak  
Morgan Munro  
Rick Hamilton  
Judy Newman  
Ericka Thessen  
Tom Di Liberto (online)

**STAFF:**

Debbie McKim, Executive Assistant to the Superintendent/Board Secretary

**OTHER GUESTS:**

Elizabeth Martinez

**EMPLOYEE ASSOCIATIONS:**

None.

**MEDIA:**

KRVM  
KVAL  
Register Guard

**I. SPECIAL BOARD MEETING**

**II. CALL TO ORDER, ROLL CALL**

Chair Maya Rabasa called the special board meeting to order at 7:34 p.m. She said the names of the board members who were present.

**III. AGENDA APPROVAL**

There were no changes to the agenda.

**IV. ITEM FOR ACTION**

**1. AUTHORIZE THE BOARD TO ENTER CONTRACT NEGOTIATIONS**

Chair Rabasa introduced the topic of authorizing the board to enter contract negotiations with a candidate for interim Eugene School District 4J superintendent.

She explained the process. First, the board agreed to work with the Coalition of Oregon School Administrators (COSA) to select a superintendent. A work group was then made up of three school board members—Ms. Thessen, Ms. Newman, and Chair Rabasa—who generated a list of qualifications and characteristics based on board member and community input. The work group then shared the desired interim superintendent qualifications and characteristics with COSA, and a job opening was posted. Applications were received from eleven candidates. They narrowed it down to two candidates, who were then interviewed. Ultimately, Colt Gill was identified as the top candidate.

Chair Rabasa stated that the school board believes Colt Gill is an exemplary leader in education, with nearly three decades of experience across various roles in Oregon’s educational system and has had a tangible impact in Oregon. She said his recent tenure as Oregon’s Deputy Superintendent of Public Instruction, coupled with his deep roots in Eugene, positions him uniquely to lead the district effectively. She added that Gill’s experience and values mirror the community’s desire for someone who can unify, uplift, and lead the district with both integrity and transparency.

**MOTION:** Vice Chair Jonak made a motion to authorize the Chair to enter into contract negotiations with their top choice for interim superintendent Colt Gill. Mr. Di Liberto seconded. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

**V. ADJORN**

Chair Rabasa adjourned the special board meeting at 7:39 p.m.

**MINUTES OF SPECIAL BOARD MEETING  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: March 22, 2024**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 6:00 p.m. on Zoom, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on March 22, 2024.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Chair Maya Rabasa  
Vice Chair Jenny Jonak  
Morgan Munro  
Rick Hamilton  
Judy Newman  
Ericka Thessen  
Tom Di Liberto

**STAFF:**

Debbie McKim, Executive Assistant to the Superintendent/Board Secretary

**OTHER GUESTS:**

None.

**EMPLOYEE ASSOCIATIONS:**

None.

**MEDIA:**

KRVM  
KVAL  
Register Guard

**I. SPECIAL BOARD MEETING**

**II. CALL TO ORDER, ROLL CALL**

Chair Maya Rabasa called the virtual special board meeting to order at 6:10 p.m. She said the names of the board members who were present. She acknowledged the statements released regarding the district's superintendent transition, stating that the school board moved swiftly to ensure that they were providing timely information to the community. She said they understand that the initial message created some confusion, concern, and unintended undue impact to Superintendent Andy Dey. She apologized and clarified that the district's interim superintendent will begin their role effective April 1, 2024. Chair

Rabasa expressed the board's appreciation and thanks to Superintendent Dey for his commitment to the students of Eugene 4J and his years of service to the community.

**III. AGENDA APPROVAL**

There were no changes to the agenda.

**IV. ITEM FOR ACTION**

**1. APPROVE INTERIM SUPERINTENDENT CONTRACT**

Chair Rabasa introduced the topic of approving a contract for a Eugene School District 4J interim superintendent. She explained that on Wednesday, March 20, 2024, the board authorized entering into negotiations with top candidate Colt Gill. She said the interim period is April 1, 2024 through June 30, 2025.

**MOTION:** Vice Chair Jonak made a motion to authorize entering into the contract that has been finalized with Colt Gill. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

**V. ADJORN**

Chair Rabasa adjourned the special board meeting at 6:14 p.m.

DRAFT



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date of Meeting**

April 17, 2024

### **Title**

Middle School (6-8) English Language Arts (ELA) Instructional Materials Adoption Purchase

### **Presenters**

Adrienne Peirce, Secondary Curriculum & MTSS Administrator

Tammy Steeves, Secondary ELA Specialist/TOSA

Larry Williams, Executive Director of Educational Access and Advancement

### **Background**

Currently in 4j secondary ELA Education does not have a viable, aligned, comprehensive curriculum. Compliance with the OARs Chapter 581, Division 22 standards requires us to have a curriculum in place so teachers can provide up-to-date instruction that aligns with the current [Oregon ELA Education Standards](#). Reintroducing an ELA curriculum at the middle school level will result in our students growing in their reading, writing, speaking and listening skills, preparing them for high school level ELA coursework, and enhancing their overall English language literacy skills.

Best practices in English Language Arts Education demands we provide high-quality instructional materials emphasizing the three shifts in ELA standards which emphasize text complexity, knowledge building, and grounding work in evidence from the text, in addition to being culturally inclusive. Equitable access to comprehensive ELA courses across our K-12 schools aligns with our district values of prioritizing equity.

After a rigorous review, 100% of our 6-8 Middle School (MS) ELA Adoption Pilot Team (which is composed of 2 Admin, 8 MS ELA teachers, 1 ELA TOSA, 2 SSD specialists) has followed the current Board ARs for Instructional Materials Adoption for core curriculum and unanimously recommends the district purchase Amplify ELA by Amplify for 6-8 to be used in all 4J Middle schools, including Fox Hollow.

The estimated total purchase price of this contract is \$595,028.73.

Amplify ELA purchase includes teacher's editions for each 6-8 ELA teacher, an Implementation Guide, student materials for each student that are updated yearly, a 7-year digital student (and teacher) license with access to all curriculum components, including some audio-versions of the student texts, and on-going, flexible, annual professional development for the life of the contract at \$619,928.73.

We will purchase the program as soon as possible so that we can have materials barcoded and in classrooms before staff return in the fall of 2024; as well as ensuring materials are available for community viewing.

**Options and Alternatives**

Without the purchase of an aligned, comprehensive middle school ELA curriculum, 4J will continue to be years out of compliance with Division 22 standards. Without a viable, aligned, updated ELA curriculum teachers may feel the need to resort to using materials from TeachersPayTeachers or other unverified sites. The alternative to purchasing an ELA curriculum is to maintain the status quo of not providing aligned, high-quality materials throughout the district.

**Which students, and how many, are served by this project?**

For this 7-year contract with Amplify ELA, a total of 9 in-person middle schools + Fox Hollow will be served, with an approximate total of 3774 students.

**Budget/Resource Implications:**

Materials Purchase		
Product	Product Description	Unit Price
Amplify ELA Teacher Blended Package (7 Year)	Teacher Edition, Digital Platform, Student Texts	\$7063.20
Amplify ELA Student Blended Package (7 Year)	Student Edition, Student Journals, Digital Platform	\$587,965.53
<i>Amplify ELA (1 Year)</i>	<i>Professional Development</i>	<i>\$24,900</i>
<b>Total -</b>		<b>\$619,928.73</b>

Funding: all materials purchased comes from bond funds.

**Recommendation**

On behalf of the Superintendent, Instructional Leadership recommends the approval of \$619,928.73 for purchasing Amplify ELA, to provide access to our approved ELA curriculum for all 6-8 classrooms.



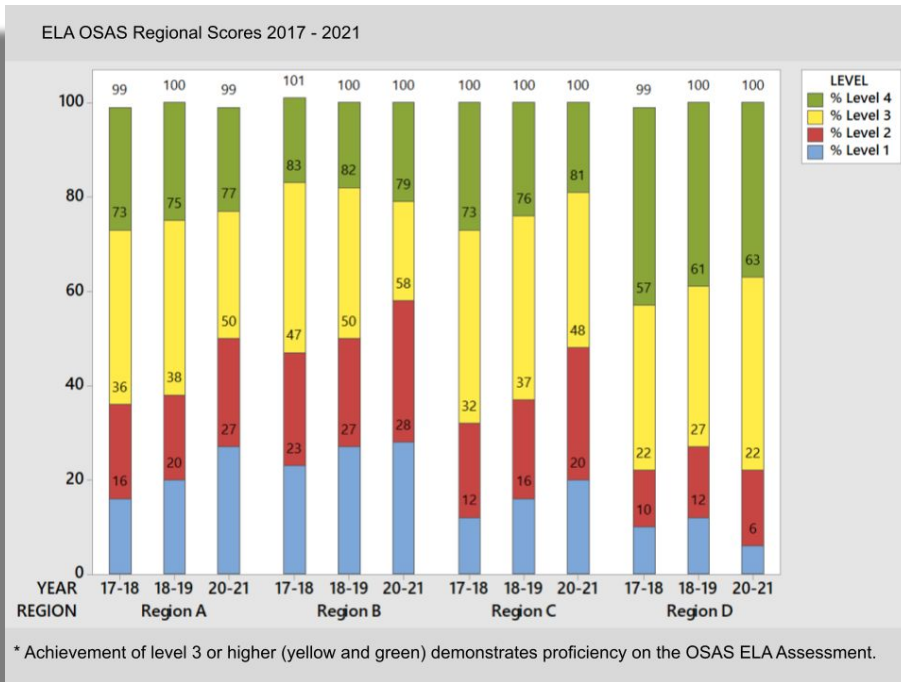
# 6–8 Language Arts Materials Adoption

Presentation to School Board

4J School District

April 3, 2024

# The Why Behind the New Language Arts Curriculum

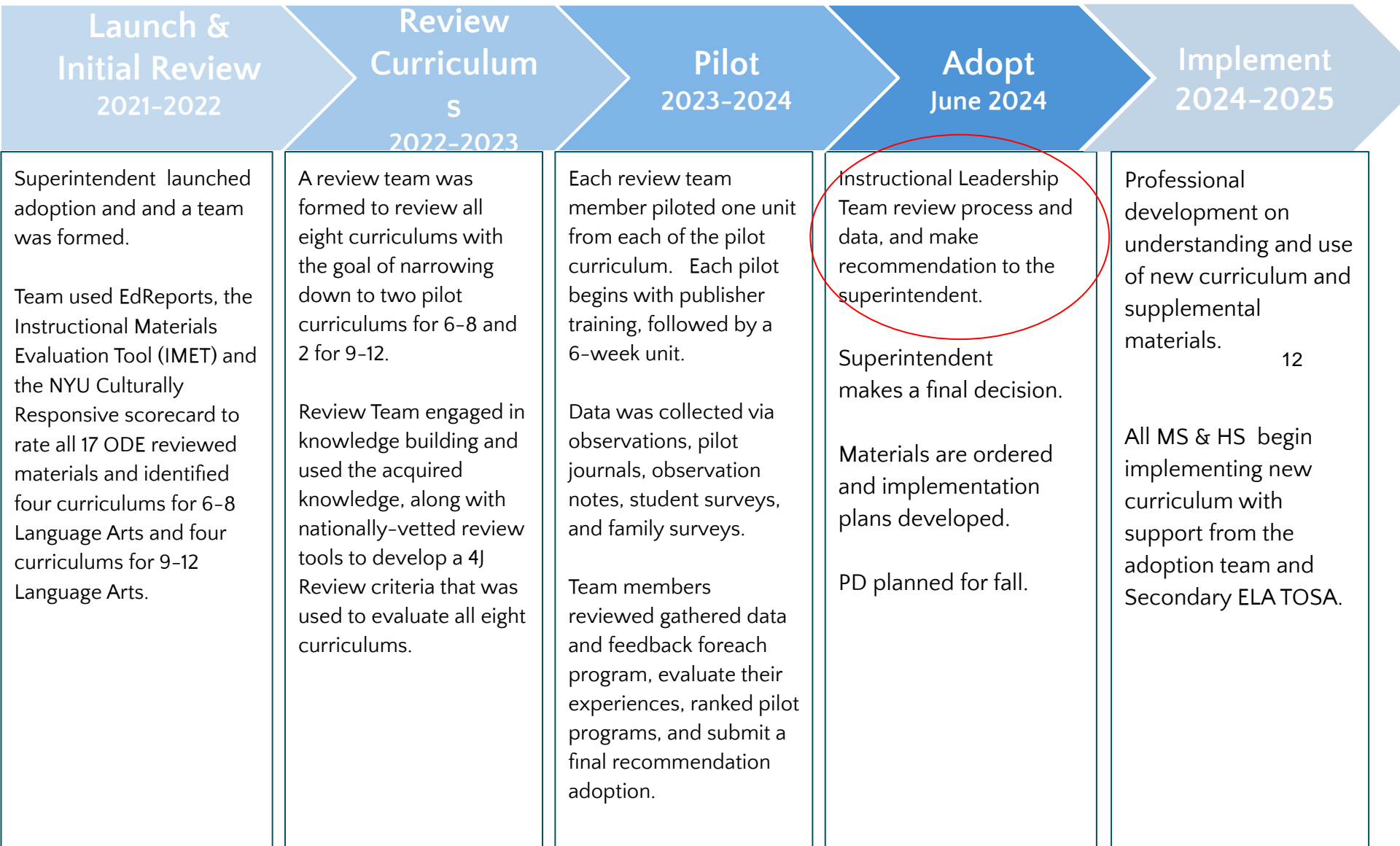


"[Curriculum] can be a doorway to big, bold change. It's an opportunity to ease our way into rewiring how school systems operate, enabling them to **learn, adapt, evolve, and dismantle systemic inequities in a rapidly transforming world.**"

–from “Curriculum: Not Your Average Silver Bullet” by Chu & Gurny (2023) shared by Columbia University

STUDENT RACE / ETHNICITY	Applied/Fine Arts/For. Lang.	Health	Language Arts	Mathematics	Other Subjects	Physical Education	Science	Social Studies	TOTAL
Native American	90.0	86.5	79.5	74.2	85.7	88.6	87.2	88.3	84.4
African American	91.7	82.6	80.5	84.5	88.9	94.2	82.2	88.7	86.5
Latino/a	91.5	87.6	83.1	82.8	92.7	94.3	83.8	88.6	87.5
TOTAL	94.8	92.1	88.6	86.5	93.3	95.2	89.2	93.3	91.4
Multiracial	94.8	93.4	89.9	86.5	91.9	95.2	91.2	94.7	92.1
White	95.3	93.0	89.6	87.1	93.7	95.4	89.9	93.9	92.1
Asian	98.7	98.5	96.8	96.4	98.7	97.8	96.1	98.9	97.7
Range of Values across Groups (Max - Min)	8.7	15.9	17.3	22.2	13.0	9.2	13.9	10.6	13.3

# Materials Adoption Timeline





The National Equity Project's recommendations for promoting educational equity highlights the following standards: "Eliminate inequitable practices and cultivate the unique gifts, talents, and interests of every child . . .<sup>13</sup> so that success and failure are no longer predictable by student identity -racial, cultural, economic, or any other social factor."

# The Equity Lens: Teacher Comments



*"The UDL seems to be a strength of this curriculum. It is well organized and looks for multiple ways to access the text. It seems to be stronger on this online which makes sense."*

*"I appreciated the debate section as a way to practice how to speak convincingly and respectfully to those you disagree with."*

*"It is flexible, rigorous, scaffolded and meets expectations for cultural relevance."*

*"The curriculum did a good job getting students to dive into the characters and reading along with the audio was successful. The re-reading was strong and actually helpful to the work."*

*"The curriculum did a good job getting students to dive into the characters and reading along with the audio was successful. The re-reading was strong and actually helpful to the work."*

*"The online platform is especially suited to meeting the needs of diverse learners with built in UDL supports and the ability for teachers to modify and accommodate within the platform."*

## DRAFT 4J EQUITY LENS: SHORT VERSION

An equity lens helps us identify potential impacts on under served and marginalized individuals and groups, and to identify and potentially eliminate barriers.



### WHEN APPLYING AN EQUITY LENS ASK YOURSELF (OR YOUR GROUP):

#### PURPOSE

What are we trying to do? What is our goal?

#### INCLUSION

Who will be impacted and are they being included in the process?

#### OUTCOMES

How might this decision increase, decrease, or ignore equity?

Consider:

Race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.

Once you've determined what action you will take, ask yourself (or your work group):

#### COMMUNICATION

How will we ensure communication to those affected takes place in an inclusive and culturally sensitive manner?

#### EVALUATION

How will we know if we have accomplished our goal?

## DRAFT 4J EQUITY LENS: EXPANDED VERSION

### PURPOSE & ASSUMPTIONS

What are we trying to do?

What is the issue, policy, or process being examined?

What assumptions are we bringing into the issue?

### INCLUSION/REPRESENTATION

Who is included in this process?

Who is not included in this process? And why?

How are we intentionally engaging multiple perspectives?

How have barriers to participation been addressed?

### IMPACT/OUTCOMES

What are the outcomes we are hoping to create?

What are potential unintended outcomes? How will we address these?

Who is being affected by this decision (Policy, Issue, and Process)?

How might this decision increase, decrease, or ignore equity?

Consider: race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, language, the balance of power, etc.

### PROCESS/COMMUNICATION

How and when will the process be communicated?

How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

### EVALUATION/FEEDBACK

Are we accomplishing our initial goal?

What barriers prevented more equitable outcomes? How will you address these?

How will we incorporate this learning next time?

How will feedback from staff and stakeholders be collected?

Who will we share evaluations with?

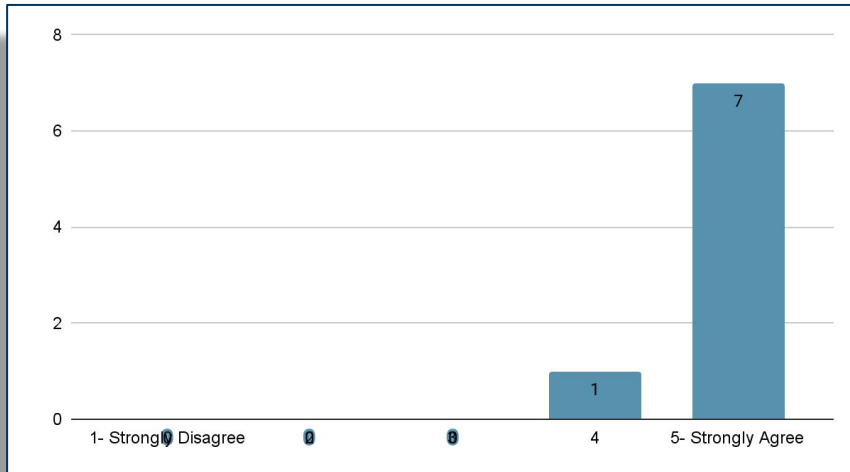
What did we learn from this?

How will you use evaluation and learning to raise racial awareness?

# Adoption Team Teacher Feedback

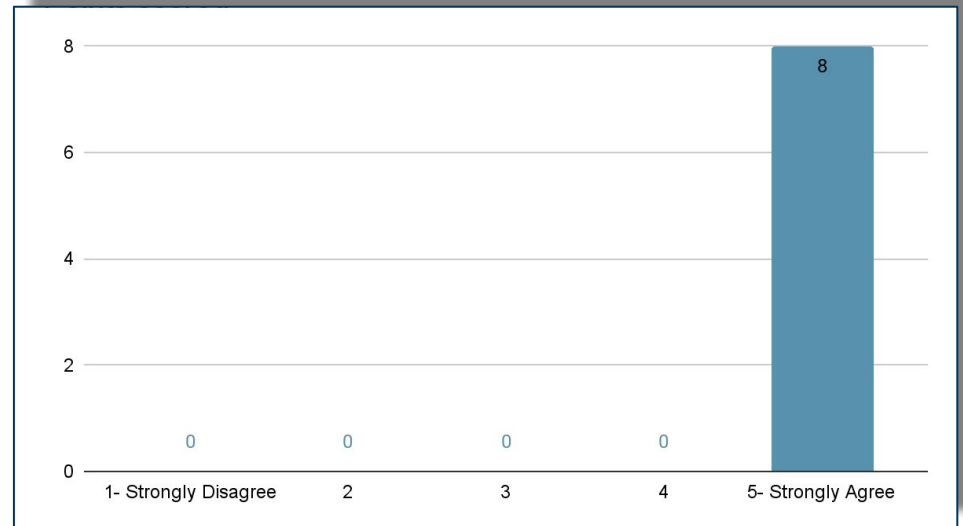


Throughout this entire process I had sufficient OPPORTUNITIES to share input and feedback.



I BELIEVE our insights on the curriculum were normed.

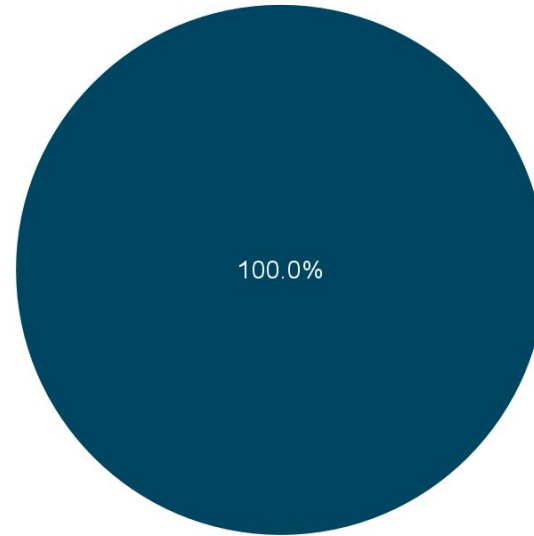
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# 100% of Review Team Members Recommend Amplify ELA Materials



Amplify ELA



- AmplifyELA
- Wit & Wisdom

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Criterion	Amplify	Wit & Wisdom
Aligned to Standards and Science of Reading / Rigor	2.5	2.22
Culturally Responsive & Relevant	1.67	1.11
UDL	2.67	1.22
% Recommended	100%	33%
% Uncertain	0%	56%
% Not Recommended	0%	11%

# Why Amplify ELA over Wit & Wisdom



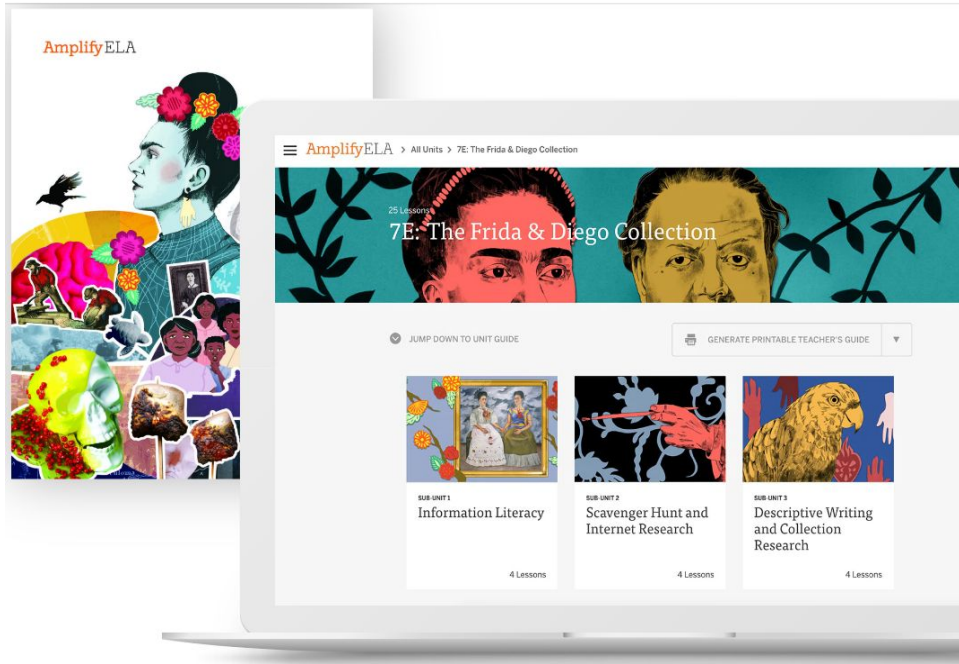
## Teacher Final Ratings (MS)

Criterion	Great Minds Wit & Wisdom	Amplify ELA
Rigor		
Culturally Responsive & Relevant		
UDL		
<b>Overall</b>		

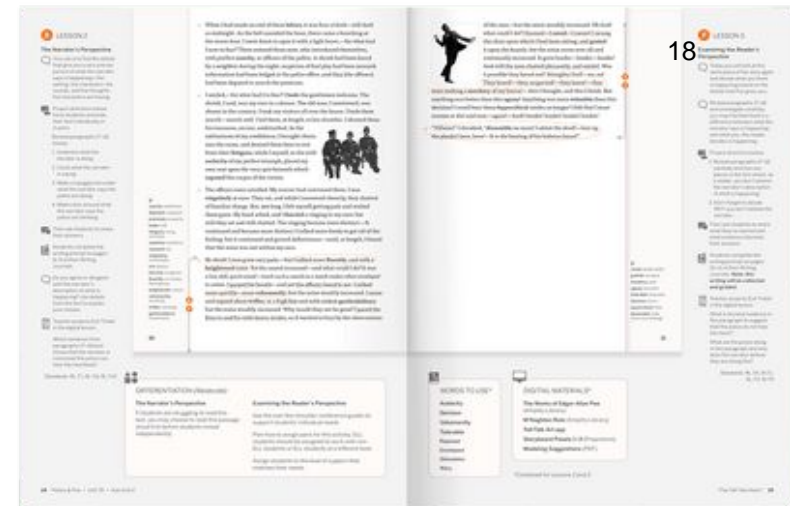
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- 4: This curriculum FULLY meets this criterion.
- 3: This curriculum MOSTLY meets this criterion.
- 2: This curriculum SOMEWHAT meets this criterion.
- 1: This curriculum DOES NOT YET meet this criterion.

# Components of Amplify ELA



Student Edition: Print & Digital



Teacher Edition: Print & Digital

## Amplify provides six levels of differentiated support.

Multiple entry points and six levels of embedded differentiated support allow every student, regardless of fluency or ability level, to engage with the same complex texts and curriculum.

Reading comprehension Solos are differentiated to support students reading below grade level. Supports include text previews, which are written at a lower Lexile level and help students focus on key ideas; reduced text, which focuses students on the most critical passages; and a reduced selection of comprehension questions.



Data collected for Reporting



### Unparalleled differentiation

Our embedded differentiation features six levels of support, ensuring that one activity can truly serve the needs of every student and provide appropriate levels of challenge and access for all. More specifically, the program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization.



### Integrated ELL support

The Amplify ELA curriculum was designed to provide appropriate challenge and access for all students. In cases when Amplify's Universal Design cannot meet the needs of your ELL students, the lessons feature embedded differentiation levels within key lesson reading, writing, and speaking and listening activities to support ELLs. Teachers will also find designated activities and routines designed specifically for language learners, in addition to enriching native language resources, to ensure a positive learning experience that grows students' competence and confidence.



### Robust system of assessment

All units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance without ever interrupting the flow of daily instruction to test students.

# Middle School Budget for a 7 Year Contract



## Grade 6

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify ELA G6 Adptn Teacher Blended Package (7yr license 2024-2031)	\$196.20	16	13	\$3,139.20	\$2,550.60
Amplify ELA Adptn G6 Student Blended Package (7yr license 2024-2031)	\$149.55	0	1,210	\$0.00	\$180,955.50
<b>TOTAL</b>				\$3,139.20	\$183,506.10

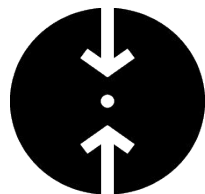
## Grade 7

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify ELA G7 Adptn Teacher Blended Package (7yr license 2024-2031)	\$196.20	16	11	\$3,139.20	\$2,158.20
Amplify ELA Adptn G7 Student Blended Package (7yr license 2024-2031)	\$157.71	0	1,273	\$0.00	\$200,764.83
<b>TOTAL</b>				\$3,139.20	\$202,923.03

## Grade 8

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify ELA G8 Adptn Teacher Blended Package (7yr license 2024-2031)	\$196.20	17	12	\$3,335.40	\$2,354.40
Amplify ELA Adptn G8 Student Blended Package (7yr license 2024-2031)	\$159.88	0	1,290	\$0.00	\$206,245.20
<b>TOTAL</b>				\$3,335.40	\$208,599.60

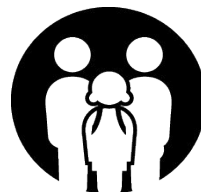
Total: \$595,028.73



## Curriculum Alignment

Ensure that curriculum includes pacing guides and implementation is monitored in alignment to pacing in all classrooms. Provide teachers with support and coaching surrounding fidelity of implementation.

Professional learning on curriculum alignment should include collaborative time (District-wide PLCs) to internalize units, lessons, and student data.



## Monitoring and Accountability

Curriculum-specific professional development should begin in Spring to provide staff with the opportunity to plan throughout the Summer. Along with professional development on curricular materials, prioritize professional development opportunities to enhance teacher instructional strategies for student discourse and engagement strategies, questioning strategies, and UDL practices. Professional development should include collaboration time, coaching, and feedback.



## Professional Development

Implement a data-driven approach to monitoring curriculum implementation across classroom and accountability. This should include observations of classrooms and analysis of student assessment data to identify strengths and areas of opportunity for additional professional learning and support.

**Thank You!**

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**Any Questions?**



## ITEM FOR ACTION — CONSENT AGENDA

### **Date of Meeting**

April 17, 2024

### **Title**

Approve Supplemental Busing Plan

### **Presenters**

Arthur Hart, Transportation Director; Sarah Mazze, Safe Routes to School Coordinator

### **Description:**

The supplemental busing plan was presented as an Item for Action at a Future Meeting on April 3, 2024. Please see information in the Frequently Asked Questions (FAQ), below.

## Eugene School District 4J Supplemental Busing Plan Update FAQ

Q: What is Supplemental Busing?

A: Both board policy and state law require the district to provide transportation for students who live outside the “walk zone,” which extends a mile from elementary schools and 1.5 miles for secondary schools. (4J has permission for high school students to ride transit. We only provide school buses for those living more than 1.5 miles from an LTD stop, or when LTD does not provide service to an area with appropriate frequency to serve a school.) A district is also required to provide transportation, called supplemental busing, for any student within the walk zone where specific safety or health concerns justify providing transportation.

Q: What is the Supplemental Busing Plan?

A: The state reimburses 70% of approved costs for 4J student transportation. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to the school. The Supplemental Plan includes information on the traffic safety concerns, or hazards, that lead to supplemental busing; the number of students impacted; the board resolution specifying the plan as submitted; and any other supporting documents. (See [OAR 581-023-0040 \(g\) Approved Transportation Costs for Payments from the State School Fund](#) for details.)

Q: Why does it need updating?

A: The most recent Supplemental Busing plan from 4J was approved by 4J's Board and the State in 1992. Since 1992, there have been considerable changes to our streets including significant investments around our schools that allow us to revitalize safe walking to school in many areas. On the other hand, some areas have seen changes to street use and infrastructure that decrease safety for walking to schools.

Q: What is the process for updating the plan?

A: Transportation and Safety staff have scored infrastructure within the walk zone to objectively determine whether it crosses the threshold deemed hazardous. Administration will have the opportunity to review the plan before it goes to the 4J Board for a work session and approval. Once approved by the Board, it will be submitted to the State Board of Education for approval.

Q: Who will be impacted by updating the plan?

A: The updated plan will more accurately calculate safe walking paths. The reevaluation of the hazard zones may find that some students have new eligibility for busing while others lose eligibility, in accordance with district policy and state law.

Q: Who else is the district required to transport, and will it impact them?

A: Other students who may be eligible for busing include McKinney Vento, foster placement, young parents and students for whom it is written into their 504 plan or Individualized Education Plan (IEP). Supplemental plan changes will not impact these students.

Q: What role should equity have in the Supplemental Plan?

A: Supplemental Plans are, in their essence, a tool for equity. 4J's current Supplemental Plan addresses only the equity related to traffic safety for students in Walk Zones. However, Supplemental Plans do not have to be limited to just traffic safety and there are many other factors of equity that can and should be considered when establishing a Supplemental Plan.



Eugene School District 4J  
Supplemental Plan  
March 2024

Supplemental Plan prepared by:  
Arthur Hart, Transportation Director  
Jason Wolf, Business Info Systems Analyst  
Sarah Mazze, Safe Routes to School Coordinator  
Brad Albee, Safe Routes to School Coordinator

# **EVALUATION OF WALKING AREAS & PROPOSED SUPPLEMENTAL PLAN**

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## Introduction

In accordance with state law, the district is required to provide transportation for elementary students who reside more than one mile from school and for secondary school students who reside more than 1.5 miles from school, also known as the “walk zone.” A district is also required to provide transportation for any student within the walk zone where specific health and safety concerns justify providing transportation.<sup>1</sup>

Eugene School District 4J has an Oregon Department of Education approved waiver affecting the transport of high school students who live outside the prescribed walking distance. The waiver requires that Eugene School District 4J provides qualified high school students transport when they reside more than 1.5 miles from an LTD bus stop, and in circumstances where safety may be an issue. Such safety issues would be noted in the supplemental plan.

The state reimburses 70% of the approved cost for 4J transportation. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to the school. (See Appendix A for text of OAR 581-023-0040) With the passage of HB 3014 in 2023, Oregon school districts may now be reimbursed for the use of “alternate transportation” for getting students to school if included in a Supplemental Plan and with documentation that the reimbursement requested is equal to or less than the previously allowable costs (Sections 1 of ORS 327.003 and Section 2 of ORS 327.043).

Eugene School District 4J (4J)’s most recent Supplemental Plan was approved by the state in 1992. Since the inception of the 1992 Supplemental Plan, school boundaries have changed and busing due to hazards have increased in some locations and decreased in others. In addition, in some locations, 4J is choosing to use crossing guards rather than busing students in the walk zone because of the

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<sup>1</sup> OAR 327.006 Definitions for State School Fund distributions. As used in ORS 327.006 to 327.133, 327.348 and 327.731: (C) Any student required to be transported for health or safety reasons, according to supplemental plans from districts that have been approved by the state board identifying students who are required to be transported for health or safety reasons, including special education;  
<https://content.govdelivery.com/accounts/ORED/bulletins/2ef295e#:~:text=ORS%20327.043%20When%20district%20required,than%201.5%20miles%20from%20school.>

House Bill 3014: Directs State Board of Education to adopt rules that allow for reimbursement of school district expenses incurred in lieu of transporting students. Prohibits reimbursements that are greater than amount school district would have received if school district had provided transportation. Declares emergency, effective July 1, 2023.

[House Bill 3014](#)

challenges of bus driver shortages and for the benefits accrued through cost savings and the emotional benefit that interacting with the caring adults that are the crossing guards will provide for students served by the supplemental plan and other students using those crosswalks. The cost differential for using crossing guards in specific locations is included in the pages that follow in the description of the hazards at those schools.

Based on the hazards described in this document, approximately 727 students will be eligible for district-provided transportation within the walk boundaries due to hazards. The plan does not include sites that house schools that currently do not have transportation boundaries, such as charter and choice schools.

With the goal of addressing equity issues around transportation and attendance, this plan also provides for a pilot providing temporary (up to three months of) Supplemental Busing on a case by case basis, with Director approval. Such busing would provide a means for students to get to school while the district provides support for resolution of circumstances that challenge students' ability to get to and from school by other means. Equity triggers include race, poverty, language barriers/new arrivals, student or family medical problems and general education director placement. At the end of the pilot, the district will review how many students participated and how the process went.

## Methodology

A point system, based upon a format used by other districts throughout the state, was developed to allow objective decision making on roadways throughout our district. This system assigns points to the following hazard criteria as outlined below:

### 1. SAFETY WALKING ALONG ROAD:

This is the area usable for students to walk on for the road in question. The assumption is that scoring for one side of the street only means that there is no facility or usable space on the other side of the street. If the scoring is for a shoulder, that means there is no sidewalk.

- Raised Sidewalk both sides of street - 0 Points
- Raised sidewalk on one side of street - 1 Point
- Street level sidewalk separated from street with planter strip or parking on both sides of street - 2 Points
- Street level sidewalk separated from street with planter strip or parking on one side of street - 3 Points
- In-street, separated facility on both sides of street - 4 Points
- In-street, separated facility on one side of street - 5 Points
- Shoulder greater than three feet on both sides of street- 6 Points
- Shoulder greater than three feet on one side - 7 Points
- Shoulder 1-3 feet wide on both sides of street - 8 Points
- Shoulder 1-3 feet wide on one side of street - 9 Points
- Shoulder restricted by vegetation, ditches and/or culverts, with no available walk space distance walked shorter than 200 feet - 10 Points
- Shoulder restricted by vegetation, ditches and/or culverts, with no available walk space distance walked greater than 200 feet - 15 Points

### 2. CROSSING SAFETY

It is important that street crossings are *appropriate and effective* given the street classification. Enhanced crossings include striping, traffic signals, rectangular rapid flashing beacons (RRFB), pedestrian islands, etc. and are contingent on the street classification, volume of traffic and road speed. For example, a major arterial could have a traffic light and striping or it could have a RRFB, island and striping. It would be appropriate for a collector to have striping alone, or striping and a pedestrian island.

- Enhanced crossings every intersection - 0 Points
- Enhanced crossings every eighth of a mile - 1 Points
- Enhanced crossings every quarter of a mile - 4 Points

- Enhanced crossings further than every quarter mile - 5 Points
- **\* Arterials receive twice as many points as other road classifications - Double the Points**
- **\* Remove 3 points for elementary and 5 for middle if there is a traffic signal controlled crossing on the street in question. Exceptions will be where the number of vehicular turning movements through the school crosswalk exceeds 300 per hour while pedestrians are going to or from school, or when there are 4 or more lanes of traffic.**

### 3. LCOG CRASH DATA:

The [LCOG Crash Map](#) is reviewed for bicycle or pedestrian crash history within the street segment under review. A single crash could be an indication of a random act, whereas multiple crashes indicates a more systemic problem in that location.

- One crash receives - 1 Point
- Two crashes receives - 3 Points
- Three crashes receives - 7 Points
- Four or more crashes receives - 10 Points

### 4. SPEED LIMIT:

Using Google Maps or a site visit, posted speed is documented for the segment under review. School zones are not accounted for here, as they are variably adhered to, particularly depending on the type of signage, whether or not they have lights and the speed differential between the school zone and the posted speed limit for the remainder of the street.

- 20 mph - 0 Points
- 25 mph - 1 Point
- 30 mph - 3 Points
- 35 mph - 5 Points
- 40 and greater mph - 7 Points

### 5. TYPE OF STREET:

Street classifications are found [in this map](#) (also in Appendix B of this report), produced by the City of Eugene. Points vary from 0 to 7. See Appendix B for the road classification map.

#### Street Classification:

- Major Arterial - 7 Points
- Minor Arterial - 5 Points
- Major Collector- 3 Points
- Neighborhood Collector - 2 Points
- Local - 0 Points

#### 6. ROAD WIDTH, LANES AND PARKING:

Road width is measured as the paved roadway, including bike lanes, shoulders and parking. The number of lanes include travel and continuous dedicated turn lanes in all directions. Bike lanes, cycle tracks and other active transportation facilities are not included in the number of lanes. Points will be awarded as follows:

- Roads without lane markers - 0 Points
- Two lane - 1 Point
- Three lanes - 2 Points
- Four lanes - 3 Points
- Five or more lanes - 4 Points
- **\* Add two additional points for width greater than 45 feet.**
- **\* On street parking earns one point total for parking on one or both sides of the road, as this impedes visibility.**

#### 7. LIGHTING:

Lack of lighting, or darkness, is a key factor in many severe crashes.

- Streets that lack lighting at intersections or on curves - 3 Points

#### 8. DELAYED EMERGENCY RESPONSE:

Emergency services are likely to arrive at the scene of a crash later in hard to reach areas, potentially impacting outcomes for students involved in a crash. If the score is close, this could be confirmed with police dispatch.

- Harder to reach area with slow response time (according to police dispatch, there are slower response times in SE hills - up Willamette or Donald - Ex: Nectar Way) - 3 Points

## 9. OTHER CONDITIONS:

The points vary from 1 to 10 with 10 indicating a high risk. This includes specific identifiable items not covered elsewhere on the evaluation, with each item earning one point. For example:

- Lack of school zone or school crossing signs
- Terrain features that impact visibility, like hills and curves
- Unmarked crosswalks across arterials in the walk area
- Secluded or isolated areas
- Heavy commercial traffic in the area
- Non-perpendicular intersections
- Steep grades
- Crossing a waterway
- Crossing train tracks
- Other

### **Hazard Formula**

The hazard threshold is established by adding the median from the hazard criteria, (above) numbers 1 thru 7, to get a score of 27 points, which is used for elementary students to establish a hazard area. For middle and high school students, the hazard threshold is 32 points. (An additional 5 points is allowed for middle and high school students.)

Points from evaluation criteria 8 and 9 are not part of establishing the base for the hazard threshold, as they are more rare, one-off conditions.

See Appendix D for a copy of the worksheet used for the walk zone evaluations or click this [link](#) to the Supplemental Busing Evaluation Spreadsheet.

## Future Support for Approved Supplemental Plan

The Transportation department recognizes that changes as large as those in this proposal require a significant amount of support following implementation. To support this Supplemental Plan, the Transportation department, in partnership with the 4J Safe Routes to School program, will provide the following for areas losing Supplemental Busing:

1. A letter to send home encouraging families in the Walk Zone to try active transportation like walking or biking and that includes general recommendations on route selection for active transportation and that shares specific local information like locations of marked crossings.
2. Continued communication with the City of Eugene and Lane County to share our priorities for improvements to the Walk Zones surrounding schools. 4J Safe Routes to School has developed a prioritized list of infrastructure needs focused on both the areas where students currently walk and areas that are deemed hazardous. ([Link](#) to Safe Routes to School Infrastructure Prioritization tool.)
3. Work with schools to ensure proper training and attire for Crossing Guards and to ensure conformity with the standards outlined in the Oregon Department of Education's Traffic Patrol Manual for Schools, [linked here](#).
4. Work with schools to support the Safe Routes to School Program efforts. The goals of the Safe Routes to School program are to promote and facilitate the use of active and shared transportation for the school commute; encourage a healthy and active lifestyle at an early age; facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption and air pollution surrounding schools. This includes support of Walk & Roll to School Days in October and May; Pedestrian and Bicycle Safety Education classes; Learn to Ride a Bike programming; and other related efforts that fall within the 6 "E's" (Engineering, Equity, Engagement, Encouragement, Education and Evaluation.)

## **List of All 4J Schools with Location and Enrollment**

### **Elementary Schools**

#### **Adams Elementary School**

Adams Elementary School is located at 950 W. 22<sup>nd</sup> Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 391 students.

#### **Awbrey Park Elementary School**

Awbrey Park Elementary School is located at 158 Spring Creek Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 398 students.

#### **Buena Vista Spanish Immersion Elementary School**

Buena Vista Spanish Immersion Elementary School is located at 1500 Queens Way in Eugene, Oregon serving students grades K-5. The student population is approximately 440 students.

#### **Camas Ridge Elementary School**

Camas Ridge Elementary School is located at 1150 E. 29<sup>th</sup> Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 245 students.

#### **Cesar E. Chavez Elementary School**

Cesar E. Chavez Elementary School is located at 1510 W. 14<sup>th</sup> Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 343 students.

#### **Charlemagne French Immersion Elementary School**

Charlemagne French Immersion Elementary School is located at 3875 Kincaid Street in Eugene, Oregon serving students grades K-5. The student population is approximately 322 students.

### **Chinese Language Immersion Program**

Chinese Language Immersion Program is located at 2200 Bailey Hill Road in Eugene, Oregon serving students grades K-5. This is a new program and student enrollment is 116.

### **Edgewood Community Elementary School**

Edgewood Community Elementary School is located at 577 E. 46<sup>th</sup> Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 429 students.

### **Edison Elementary School**

Edison Elementary School is located at 1328 E. 22<sup>nd</sup> Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 329 students.

### **Family School (Elementary)**

Family School Elementary is located at 1155 Crest Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 106 students.

### **Gilham Elementary School**

Gilham Elementary School is located at 3307 Honeywood Street in Eugene, Oregon serving students grades K-5. The student population is approximately 573 students.

### **Holt Elementary School**

Bertha Holt Elementary School is located at 770 Calvin Street in Eugene, Oregon serving students grades K-5. The student population is approximately 462 students.

### **Howard Elementary Technology Immersion School**

Howard Elementary Technology Immersion School is located at 700 Howard Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 481 students.

### **McCornack Elementary School**

McCornack Elementary School is located at 1968 Brittany Street in Eugene, Oregon serving students grades K-5. The student population is approximately 307 students.

### **River Road/El Camino del Rio Elementary School**

River Road/El Camino del Rio Elementary School is located at 120 W. Hilliard Lane in Eugene, Oregon serving students grades K-5. The student population is approximately 393 students.

### **Spring Creek Elementary School**

Spring Creek Elementary School is located at 560 Irvington Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 280 students.

### **Twin Oaks Elementary School**

Twin Oaks Elementary School is located at 85916 Bailey Hill Road in Eugene, Oregon serving students grades K-5. The student population is approximately 202 students.

### **Willagillespie Elementary School**

Willagillespie Elementary School is located at 1125 Willagillespie Road in Eugene, Oregon serving students grades K-5. The student population is approximately 452 students.

### **Yujin Gakuen Japanese Immersion Elementary School**

Yujin Gakuen Japanese Immersion Elementary School is located at 850 Howard Avenue in Eugene, Oregon (as of 2023-24) serving students grades K-5. The student population is approximately 245 students.

### **Fox Hollow Instructional Center**

Fox Hollow Instructional Center is located at 5055 Mahalo Drive in Eugene, Oregon serving students grades K-12. The student population is approximately 3 students.

## **Middle Schools**

### **Arts & Technology Academy**

Arts & Technology Academy is located at 1650 W. 22<sup>nd</sup> Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 389 students.

### **Cal Young Middle School**

Cal Young Middle School is located at 2555 Gilham Road in Eugene, Oregon serving students grades 6-8. The student population is approximately 498 students.

### **Kelly Middle School**

Kelly Middle School is located at 850 Howard Road Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 422 students.

### **Kennedy Middle School**

Kennedy Middle School is located at 2200 Bailey Hill Road in Eugene, Oregon serving students grades 6-8. The student population is approximately 353 students.

### **Madison Middle School**

Madison Middle School is located at 875 Wilkes Drive in Eugene, Oregon serving students grades 6-8. The student population is approximately 407 students.

### **Monroe Middle School**

Monroe Middle School is located at 2800 Bailey Lane in Eugene, Oregon serving students grades 6-8. The student population is approximately 504 students.

### **Roosevelt Middle School**

Roosevelt Middle School is located at 500 E. 24<sup>th</sup> Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 558 students.

### **Spencer Butte Middle School**

Spencer Butte Middle School is located at 500 E. 43<sup>rd</sup> Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 352 students.

## **High Schools**

### **Churchill High School**

Churchill High School is located at 1850 Bailey Hill Road in Eugene, Oregon serving students grades 9-12. The student population is approximately 1073 students.

### **Eugene Education Options Program**

Eugene Education Options is located at 200 N Monroe Street in Eugene, Oregon serving students grades 9-12. The student population is approximately 71 students.

### **North Eugene High School**

North Eugene High School is located at 200 Silver Lane in Eugene, Oregon serving students grades 9-12. The student population is approximately 1098 students.

### **Sheldon High School**

Sheldon High School is located at 2455 Willakenzie Road in Eugene, Oregon serving students grades 9-12. The student population is approximately 1500 students.

### **South Eugene High School**

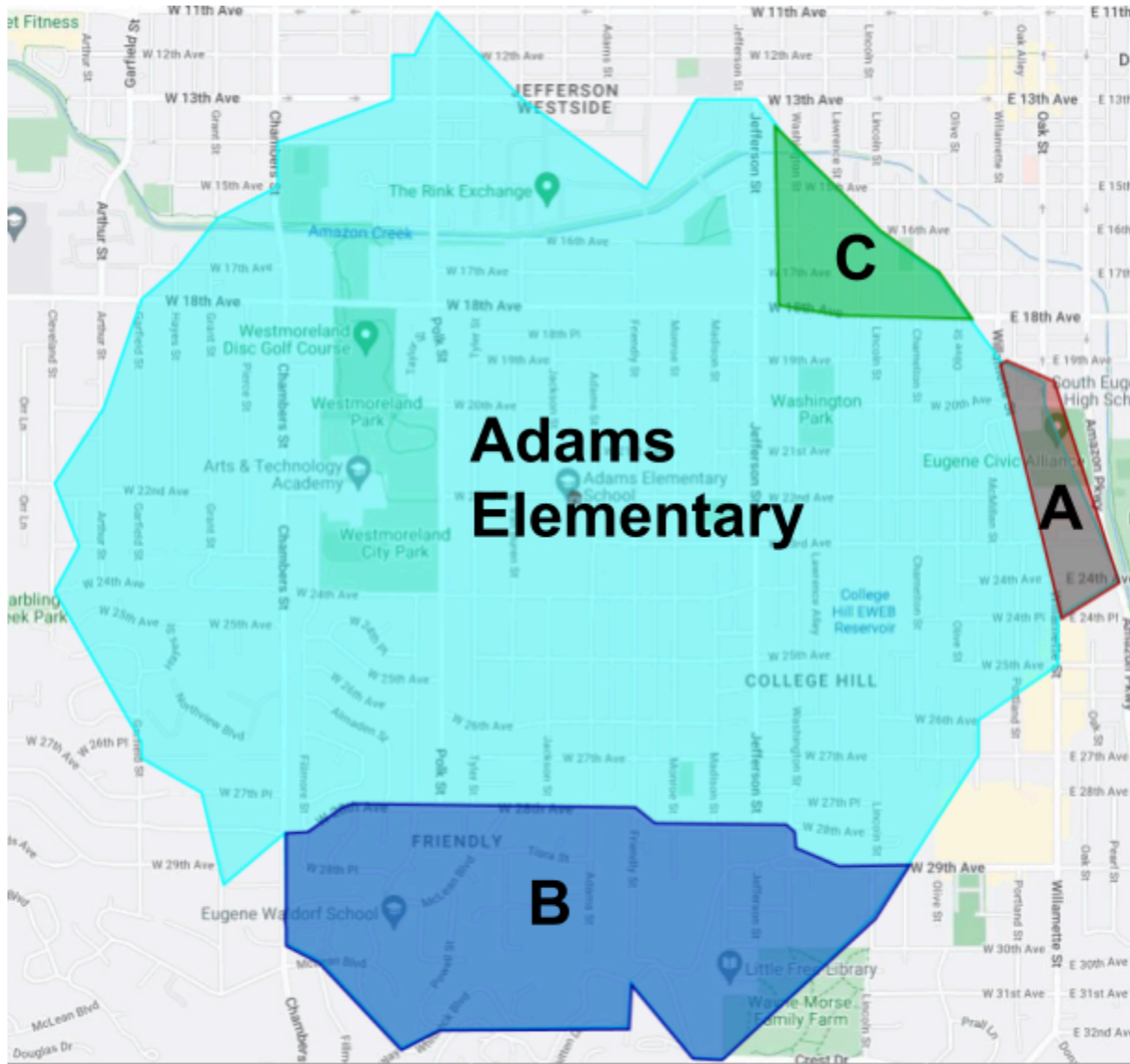
South Eugene High School is located at 400 E. 19<sup>th</sup> Avenue in Eugene, Oregon serving students grades 9-12. The student population is approximately 1496 students.

## Descriptions and Maps of Hazards

### Adams Elementary

<b>Total Enrollment:</b>	391
<b>Approx. Number of Students Affected:</b>	57

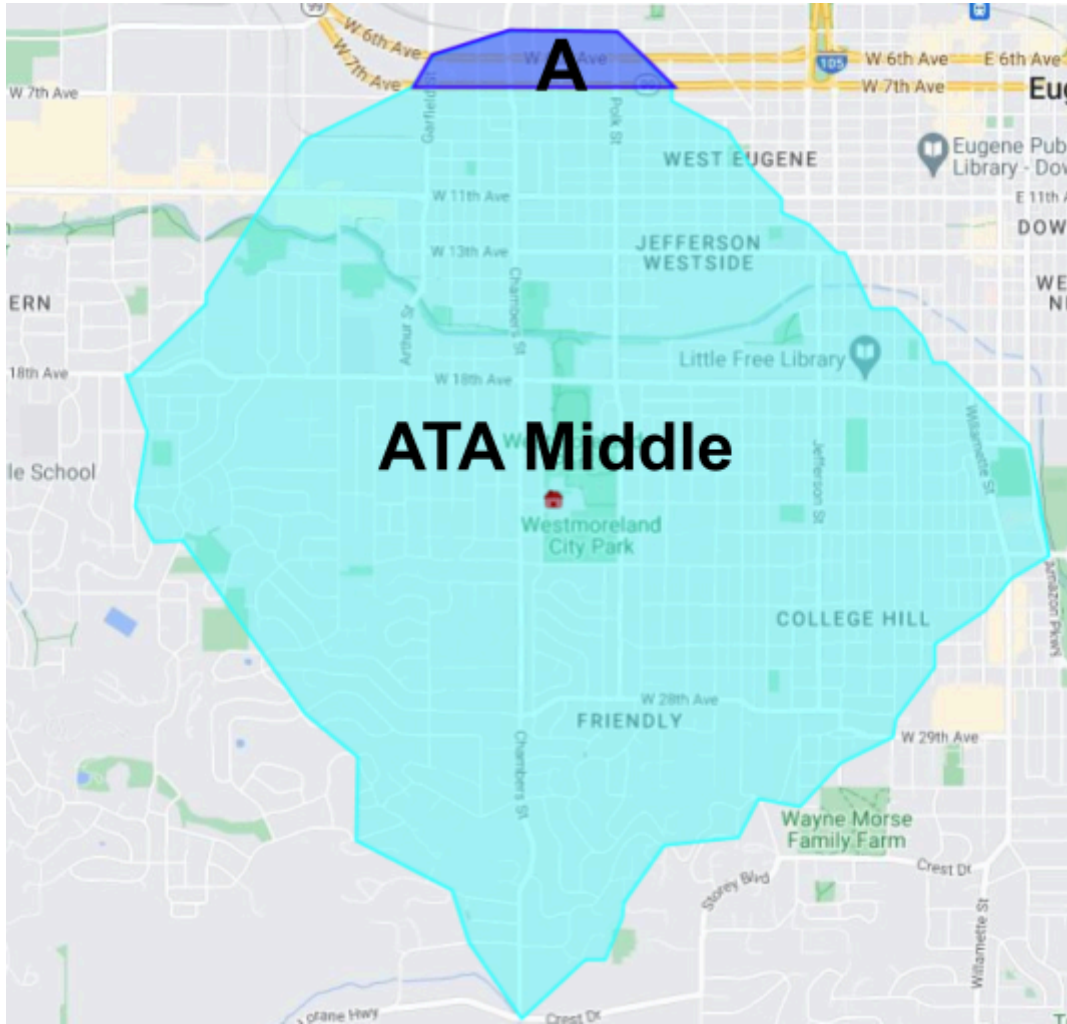
<b><u>Hazard(s):</u></b>	
Hazard A	Willamette Street between 19th-25th Avenues - arterial, crash history, difficult crossing.
Hazard B	W 28th/29 <sup>th</sup> Avenue between Chambers Street and Lincoln Street (with the exception of Friendly Street to Jefferson Street) - arterial, crash history, crossing safety.
Hazard C	18th Avenue between Willamette Street and Jefferson Street - arterial, crash history, crossing safety.



## Arts and Technology Academy

<b>Total Enrollment:</b>	389
<b>Approx. Number of Students Affected:</b>	0

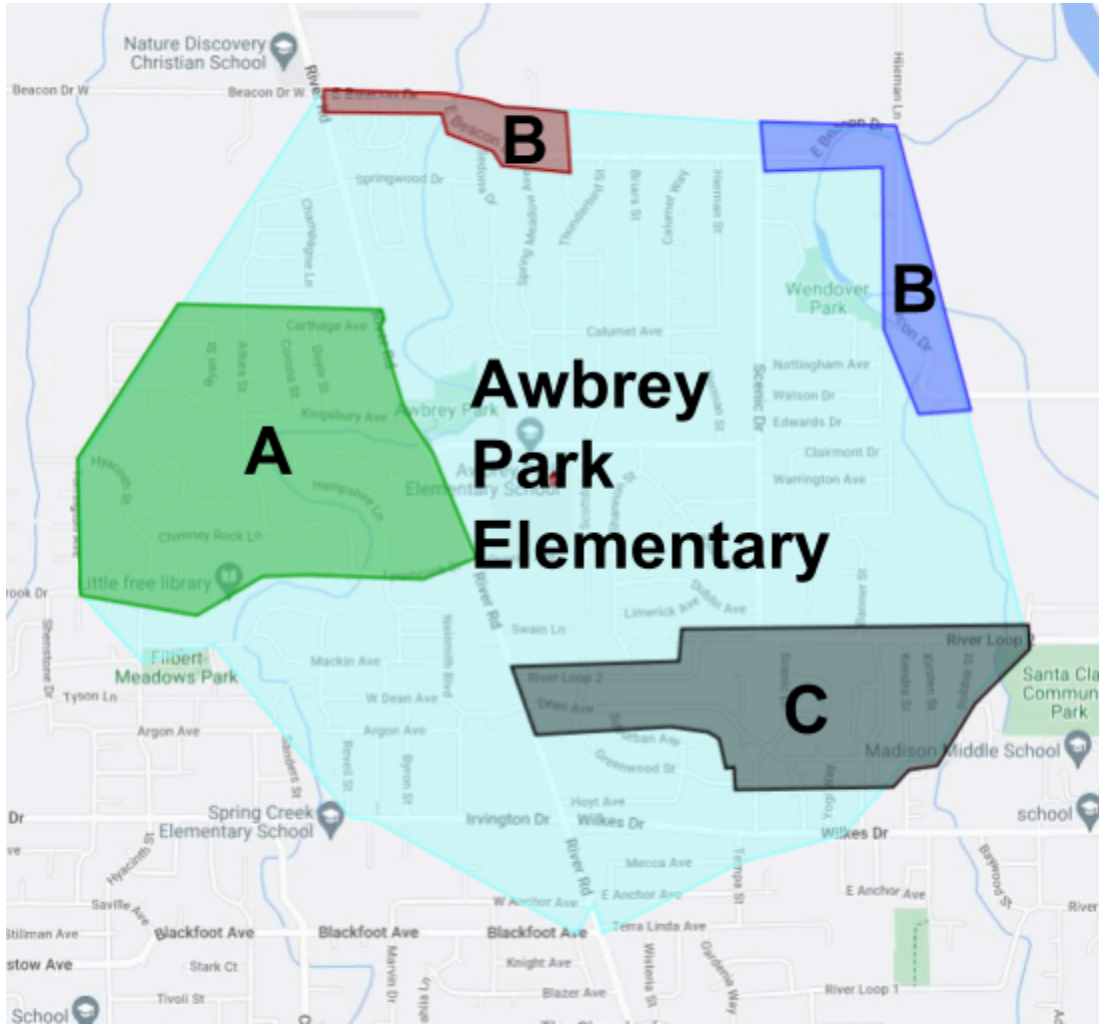
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- 6th Avenue between Tyler &amp; Taylor - arterial, crash history, difficult crossing.</li><li>- 7th Avenue between Chambers Street &amp; Van Buren - arterial, crash history, difficult crossing.</li></ul>



## Awbrey Park Elementary

<b>Total Enrollment:</b>	440
<b>Approx. Number of Students Affected:</b>	70

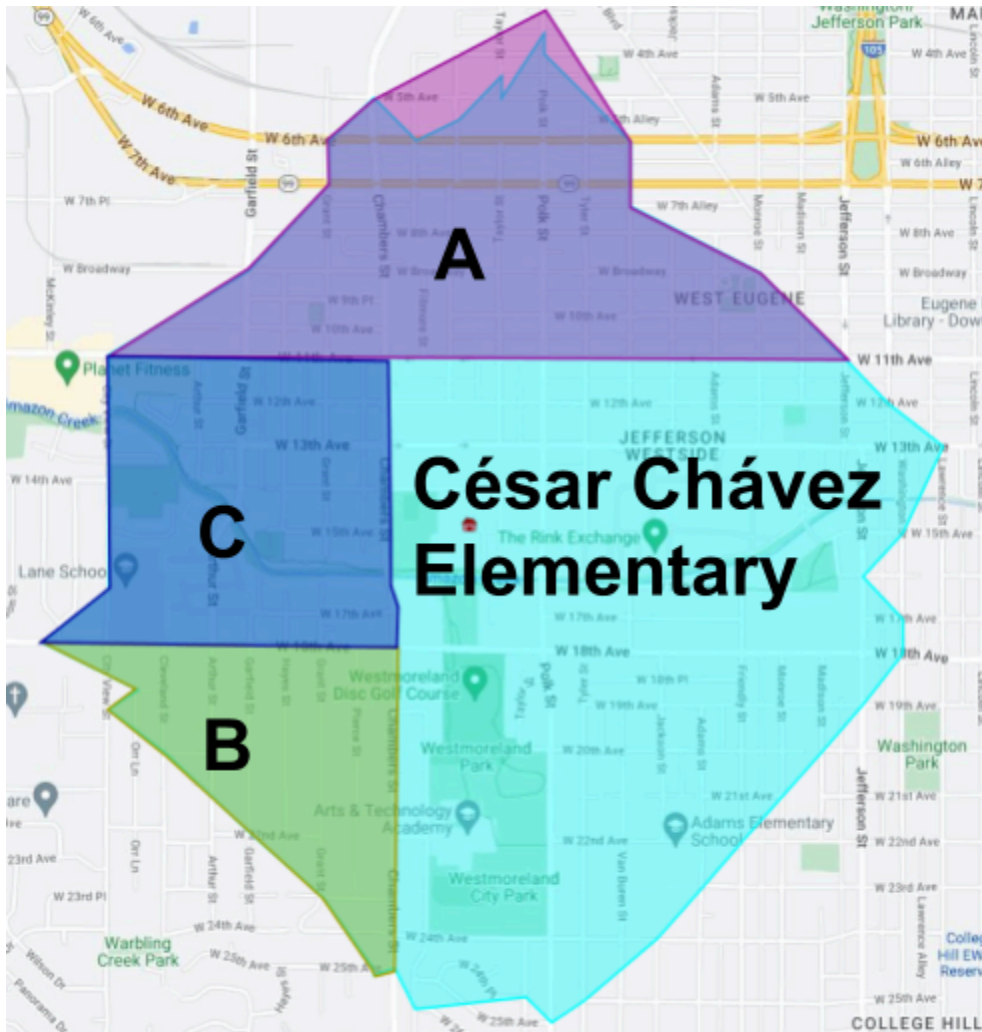
<b>Hazard(s):</b>	
Hazard A	River Road between Beacon Drive and Blackfoot Avenue - major arterial, crash history, difficult crossing
Hazard B	Beacon Drive between River Road & Futura and between Scenic to River Loop 1 - high posted speed, poor sight lines with no available walking or biking space
Hazard C	River Lp #2 - high posted speed, limited walking or biking space



**Cesar Chavez Elementary**

<b>Total Enrollment:</b>	343
<b>Approx. Number of Students Affected:</b>	36

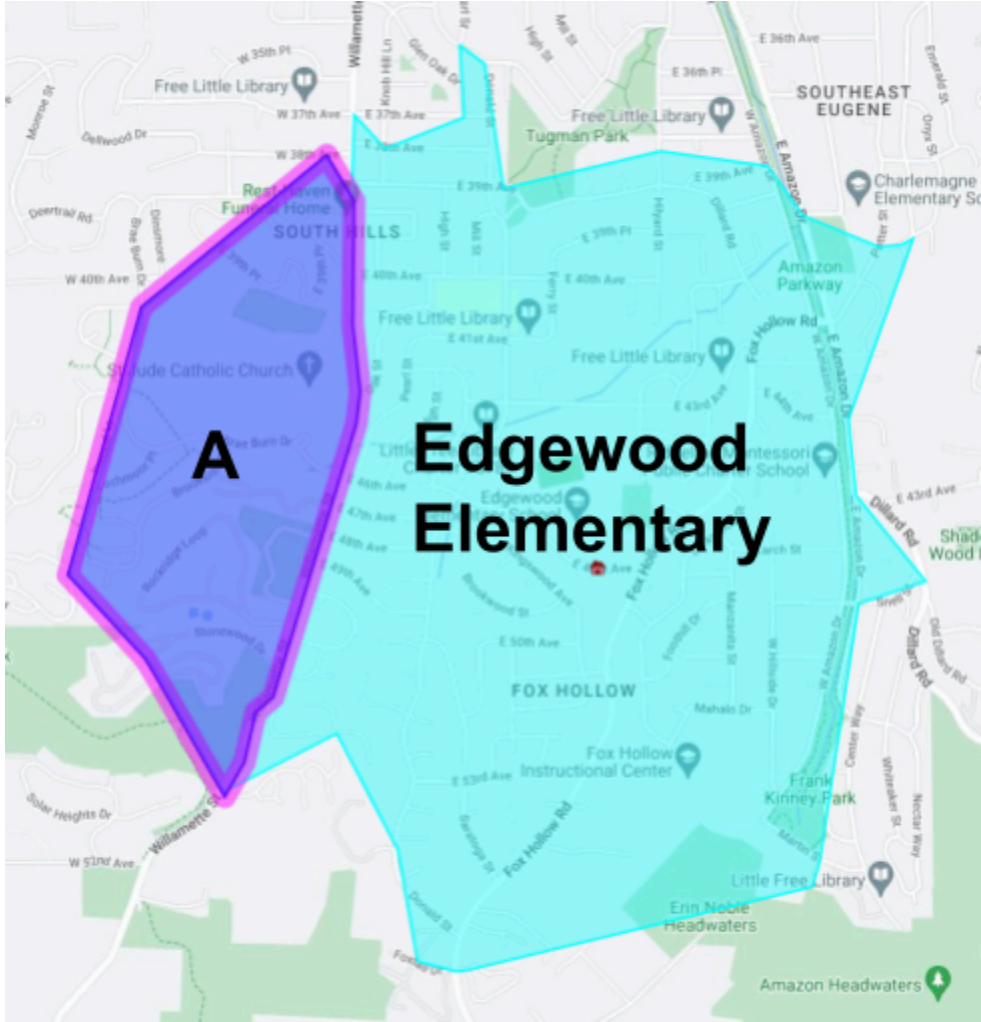
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"> <li>- 11th Avenue - arterial, difficult crossing, crash history</li> <li>- 7th Avenue - arterial, difficult crossing, crash history</li> <li>- 6th Avenue - arterial, difficult crossing, crash history</li> </ul>
Hazard B	<ul style="list-style-type: none"> <li>- 18th Avenue between Chambers Street and Hawkins - arterial, difficult crossing, crash history</li> <li>- Chambers between 18th and 25th - arterial, difficult crossing, multiple lanes, crash history</li> </ul>
Hazard C	<ul style="list-style-type: none"> <li>- Chambers Street between 11th and 18th Avenues - arterial, difficult crossing, multiple lanes, crash history</li> </ul> <p>*Use a crossing guard for this location rather than bus. The projected annual cost for busing for this hazard is \$8,392. The cost for 1 hour of crossing guard time/day is projected to be \$4,944.</p>



## Edgewood Elementary

<b>Total Enrollment:</b>	429
<b>Approx. Number of Students Affected:</b>	24

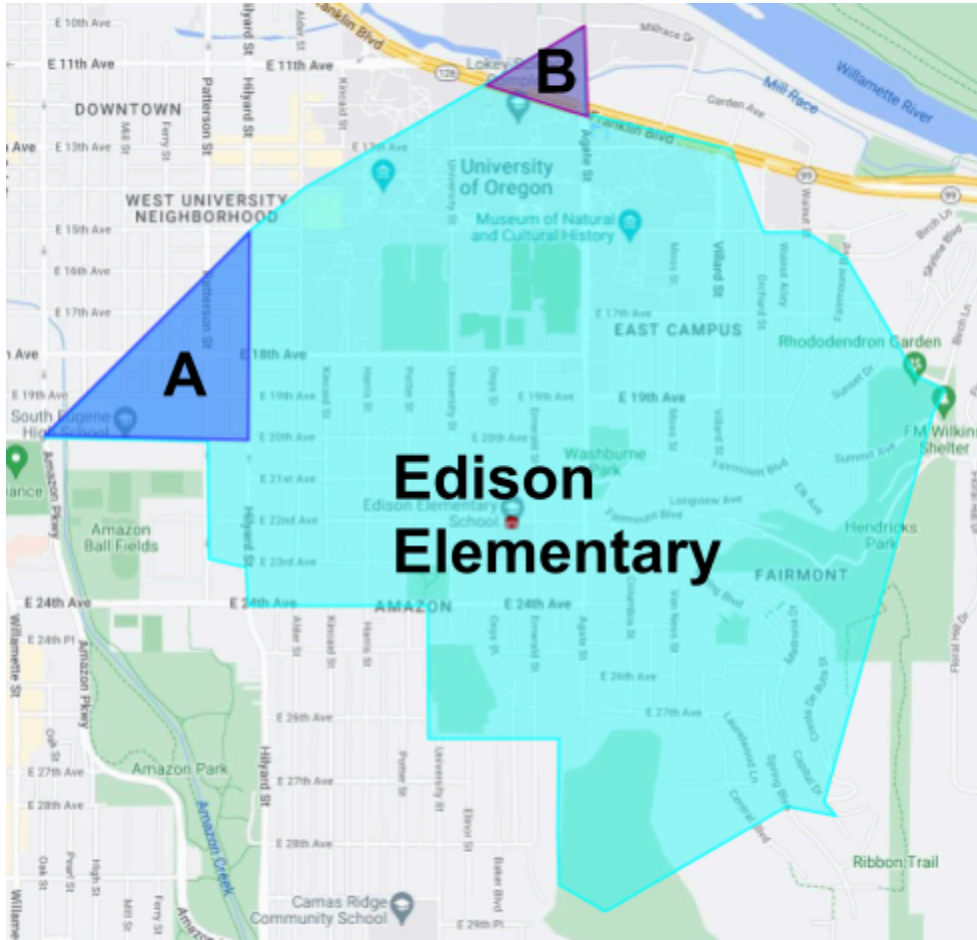
<b>Hazard(s):</b>	
Hazard A	Willamette Street between 37th Avenue & Spencers Crest - difficult crossing, high posted speed limit, crash history



## Edison Elementary

<b>Total Enrollment:</b>	329
<b>Approx. Number of Students Affected:</b>	9

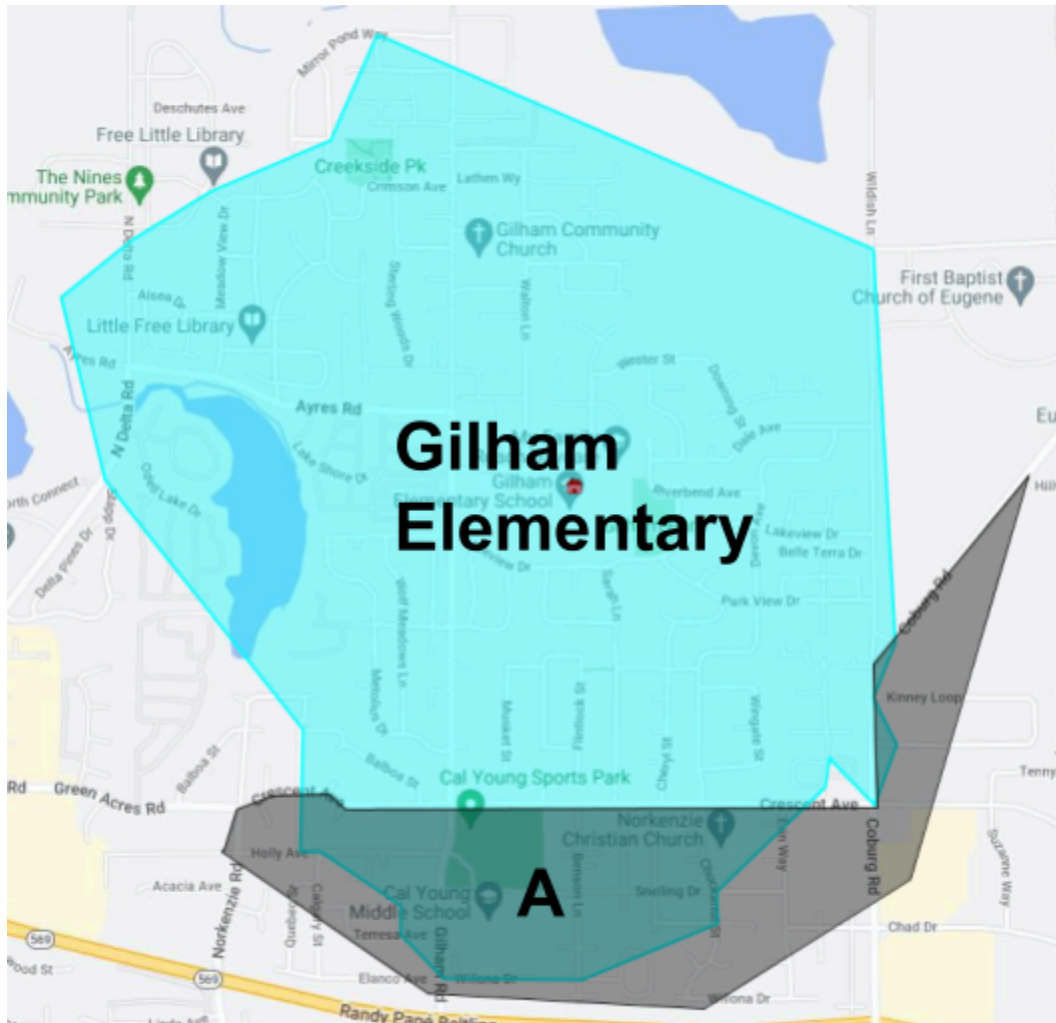
<b>Hazard(s):</b>	
Hazard A	Hilyard Street between 15th & 20th Avenue - arterial, difficult crossing, crash history
Hazard B	Franklin Boulevard between 11th Avenue and Agate Street - arterial, difficult crossing, crash history



## Gilham Elementary

<b>Total Enrollment:</b>	573
<b>Approx. Number of Students Affected:</b>	33

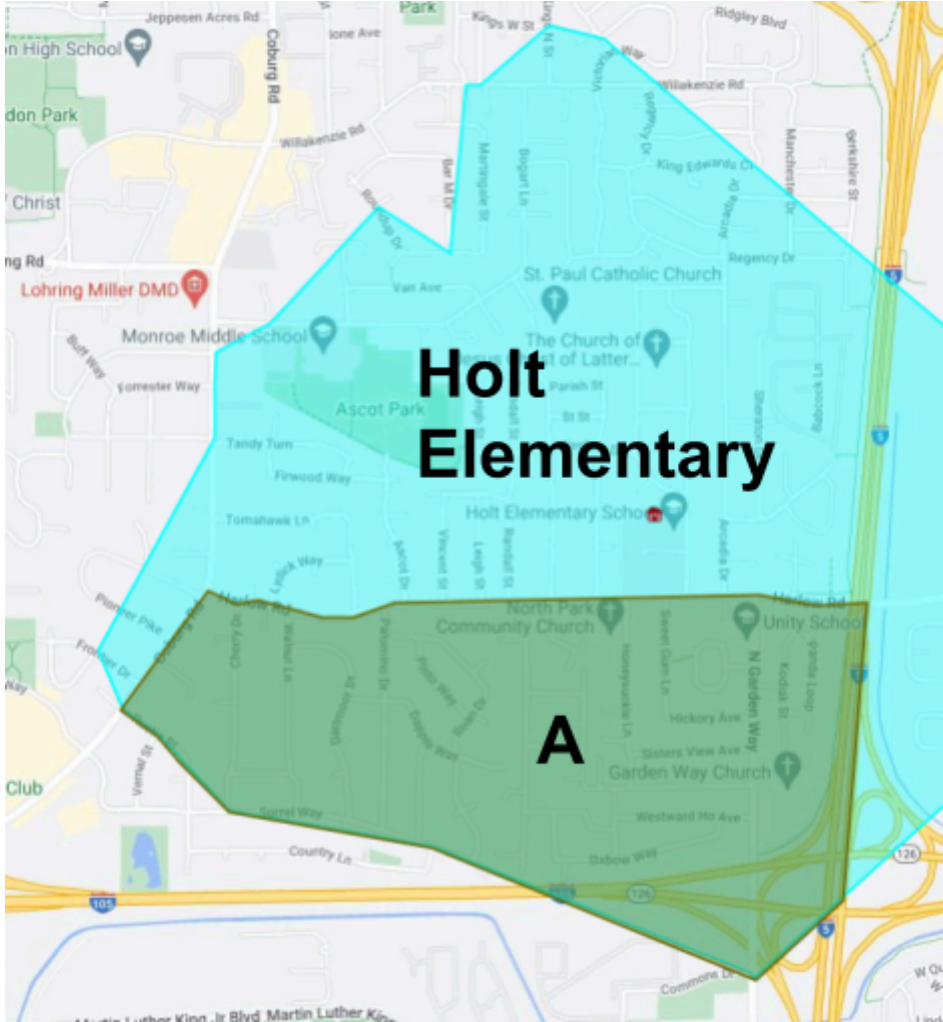
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- Crescent Avenue between Norkenzie Road &amp; Coburg Road - arterial, crash history, difficult crossing</li><li>- Coburg Road - major arterial, difficult crossing, multiple lanes</li></ul>



## Holt Elementary

<b>Total Enrollment:</b>	462
<b>Approx. Number of Students Affected:</b>	75

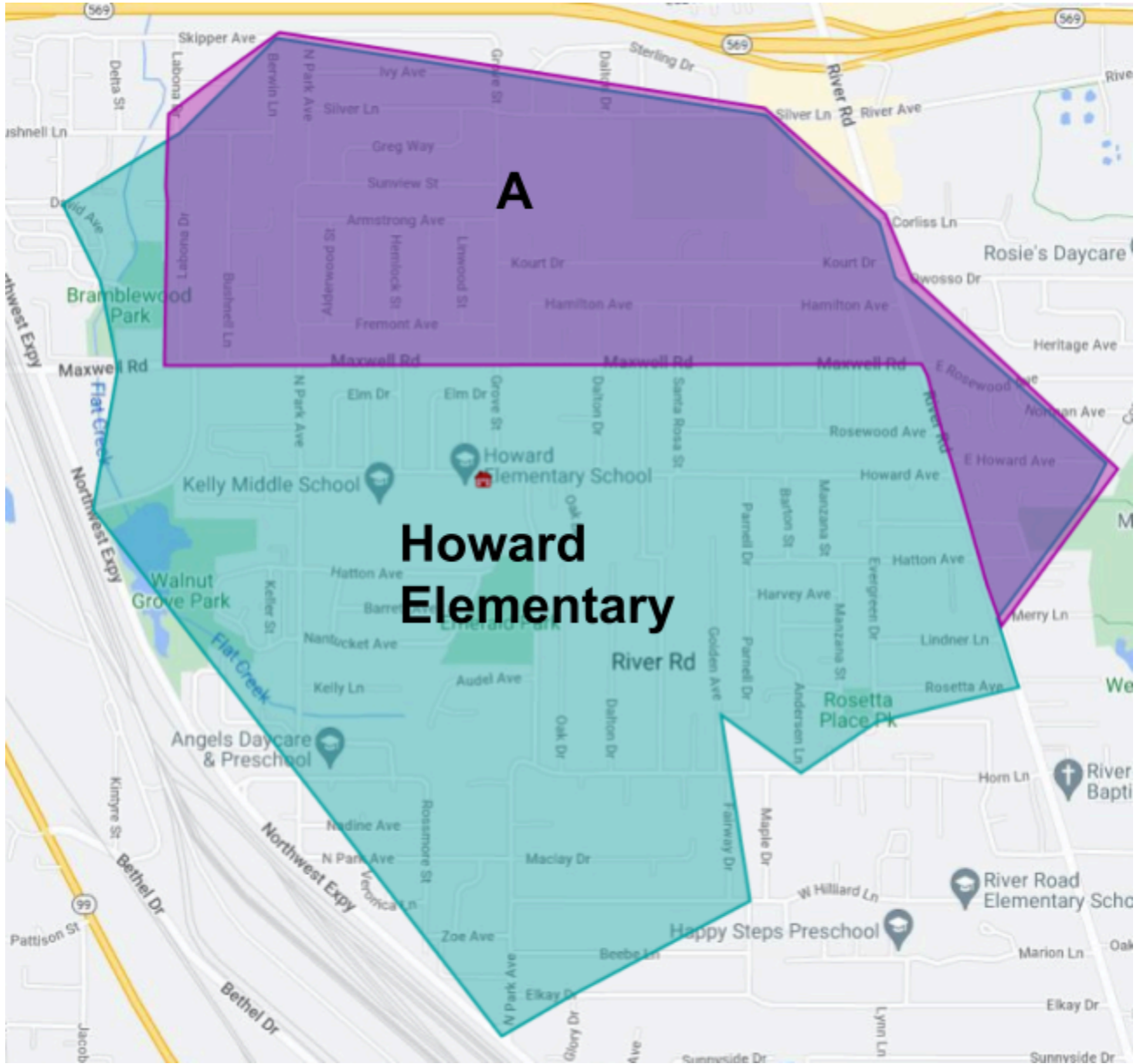
<b>Hazard(s):</b>	
Hazard A	Harlow Road - arterial, high posted speed, crash history *Use a crossing guard at Harlow and the light between Honeysuckle Lane and Sweet Gum Lane for this location rather than bus. The projected annual cost for busing for this hazard is \$8,392. The cost for 1 hour of crossing guard time/day is projected to be \$4,944.



## Howard Elementary

<b>Total Enrollment:</b>	481
<b>Approx. Number of Students Affected:</b>	129

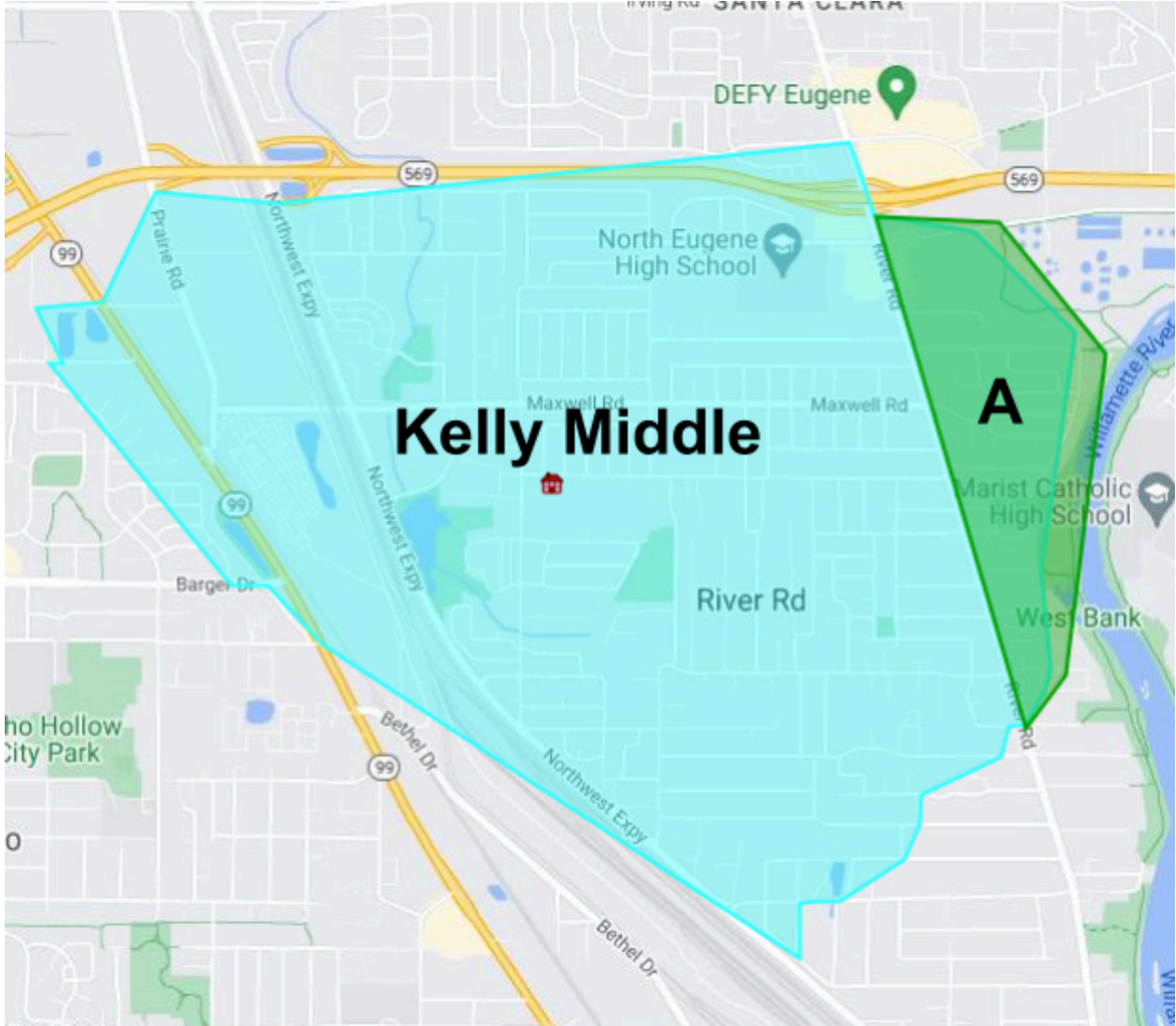
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- River Road - major arterial, high posted speed, crash history, difficult crossing</li><li>- Maxwell Road - arterial, high posted speed, crash history</li></ul>



## Kelly Middle School

<b>Total Enrollment:</b>	422
<b>Approx. Number of Students Affected:</b>	28

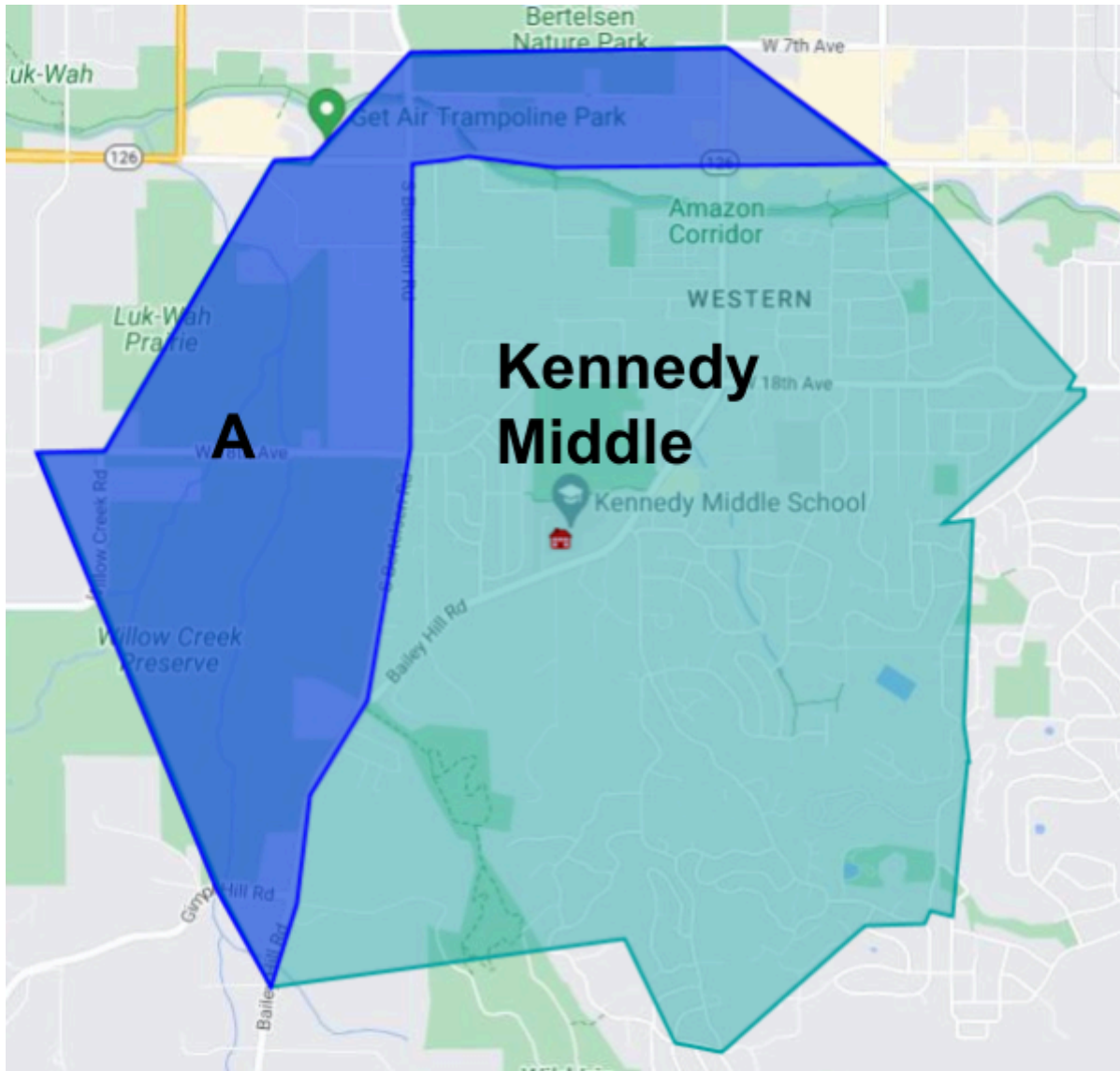
<b>Hazard(s):</b>	
Hazard A	River Road - major arterial, high posted speed, crash history, difficult crossing



## Kennedy Middle School

<b>Total Enrollment:</b>	353
<b>Approx. Number of Students Affected:</b>	13

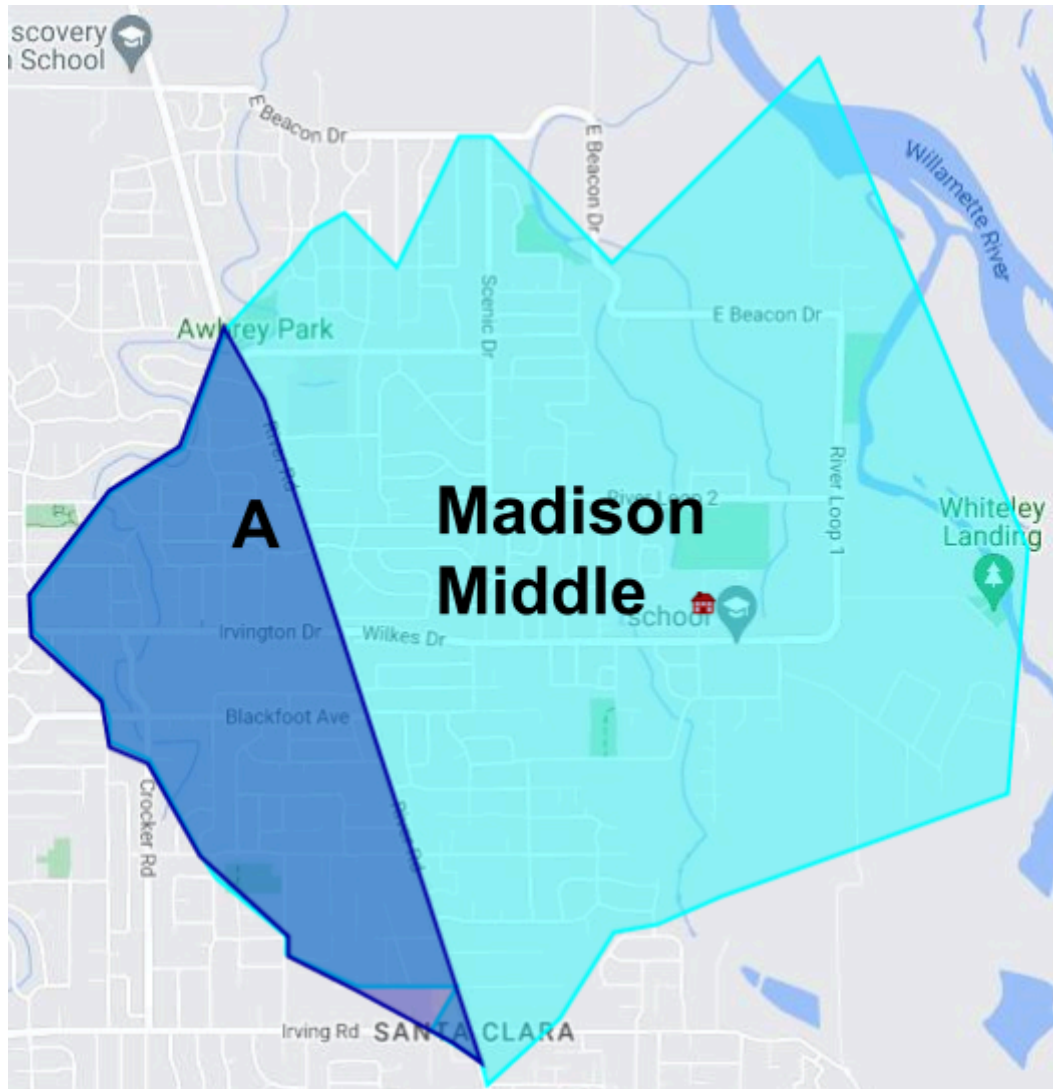
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- Bertleson between Bailey Hill &amp; 18th - arterial, high posted speed, no walking or biking space, difficult crossing</li><li>- Bailey Hill Road between Bertleson and Klouts - arterial, high posted speed, little walking or biking space, difficult crossing</li><li>- West 11th Avenue - major arterial, multiple lanes, crash history</li></ul>



## Madison Middle School

<b>Total Enrollment:</b>	407
<b>Approx. Number of Students Affected:</b>	44

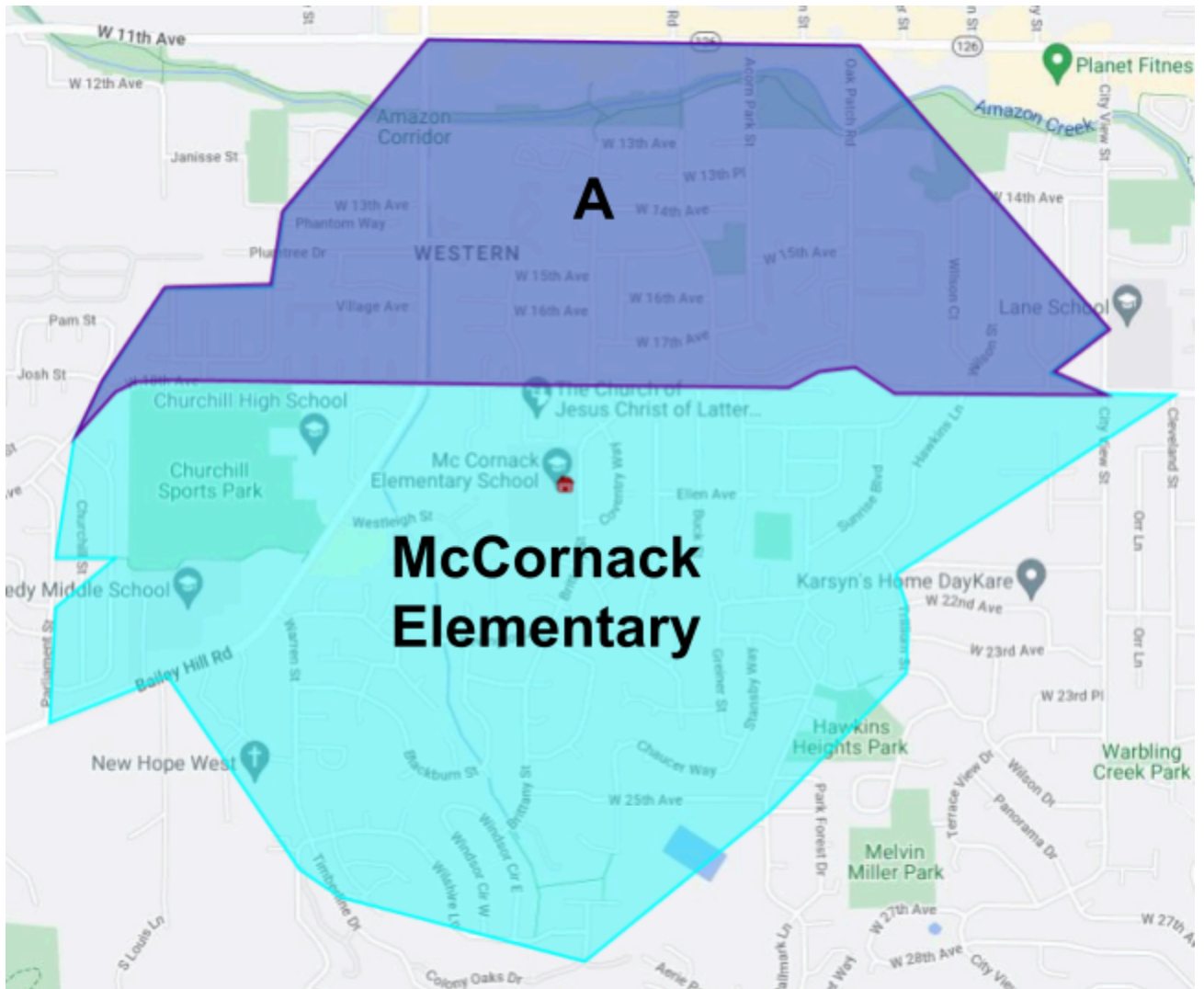
<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- River Road - major arterial, high posted speed, crash history, difficult crossing</li><li>- Irving Road - crash history, difficult crossing, high speed</li></ul>



**McCornack Elementary**

<b>Total Enrollment:</b>	307
<b>Approx. Number of Students Affected:</b>	113

<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"> <li>- Bailey Hill Road north of 11th - arterial, high posted speed, crash history, difficult crossing</li> <li>- West 18th Avenue between Bailey Hill Road and Buck Street - arterial, crash history, difficult crossing</li> </ul> <p>*Use a crossing guard at 18th and Brittany for this location rather than bus. The projected annual cost for busing is \$6,731. The cost for 1.25 hours of crossing guard time/day is projected to be \$6,180.</p>



## River Road Elementary

<b>Total Enrollment:</b>	393
<b>Approx. Number of Students Affected:</b>	20

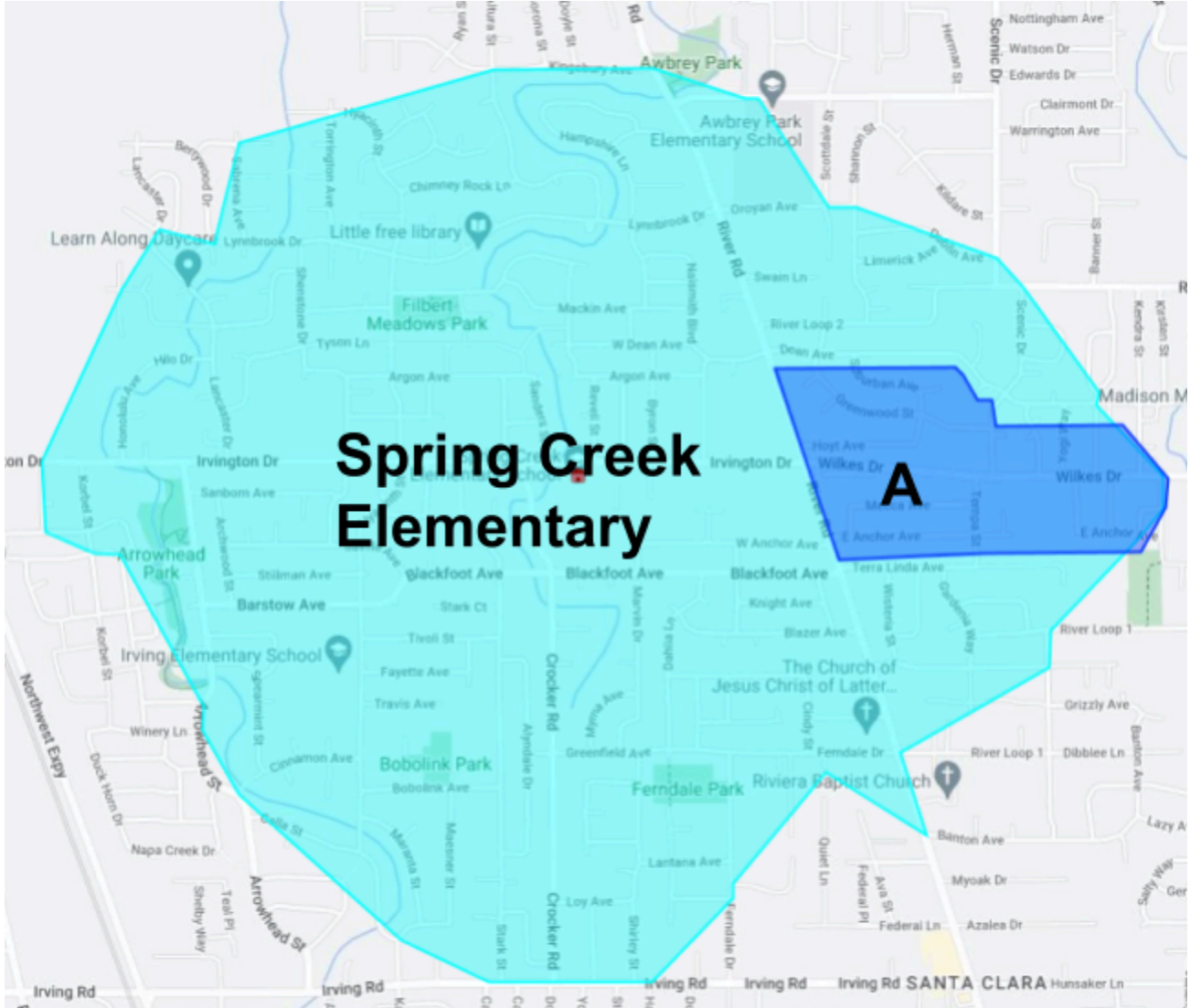
<b>Hazard(s):</b>	
Hazard A	River Road - major arterial, high posted speed, crash history, difficult crossing



## Spring Creek Elementary

<b>Total Enrollment:</b>	280
<b>Approx. Number of Students Affected:</b>	35

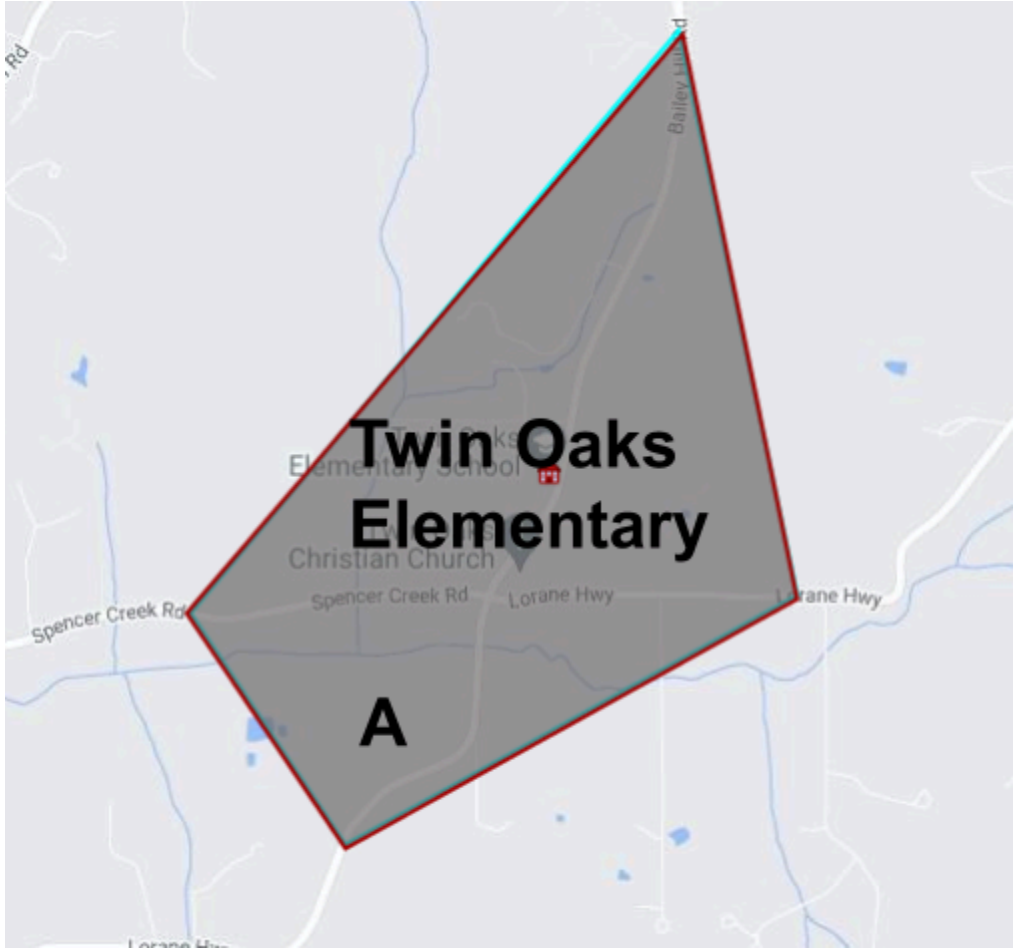
<b>Hazard(s):</b>	
Hazard A	River Road - major arterial, high posted speed, crash history, difficult crossing



## Twin Oaks Elementary

<b>Total Enrollment:</b>	202
<b>Approx. Number of Students Affected:</b>	4

<b>Hazard(s):</b>	
Hazard A	<ul style="list-style-type: none"><li>- Bailey Hill Road - difficult crossing, high speed, no safe walking/biking space</li><li>- Spencer Creek Road/Lorane Highway - difficult crossing, high speed, no safe walking/biking space</li></ul>



## Equity Informed Temporary Transport Program

4J will pilot an Equity Informed Temporary Transport Program for the school years 2024/25, 2025/26, and 2026/27. During this time 4J will document program use, and evaluate its efficacy regarding attendance and successful transitions away from temporary district provided transportation.

**Rational-** At times transportation based attendance barriers are identified that otherwise would not normally qualify a student for district provided transportation. When these barriers are identifiable as an equity concern, this program seeks to remove this barrier by providing district transport for up to three months while long-term solutions are sought.

### Process and expectations

- Each equity informed transportation plan will be established and evaluated on a case-by-case basis. A serious attendance concern coupled with an equity issue that negatively impacts accessing the educational facility must be demonstrated to utilize this program.
  - Equity considerations may include, but not be limited to: poverty, hate and bias, language barriers/new arrivals, student or family medical problems, and general education director equity informed placements.
- Each equity informed transportation plan will outline a path to resolve the circumstances that challenges the students' ability to get to and from school by other means. District support team and the family will work together to develop and execute this plan.
  - The District support team may include Building administration, Office of Family Support, Safe Routes to School, Transportation, Student Services (SSD), Equity In Academic Advancement Managers, Office of School Choice, and School Safety and Emergency Management.
- All equity informed transportation plans, must be reviewed by, and have the approval of both an Educational Director, and the Director of Transportation. Directors will evaluate equity informed transportation plan proposals in keeping with district values outlined in Board Policies and utilizing the district Equity Decision Making Tool.

## Appendix A- General Transportation Guidelines

Code: **EEA**

Adopted: 5/24/04

Eugene School District 4J

Revised/Readopted: 2/26/07;  
10/11/10; 9/26/11;  
5/14/12; 10/22/12

Orig. Code(s): EEA

### Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, for transporting from one school or facility to another, and for approved school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin<sup>1</sup> as required by the No Child Left Behind Act of 2001 (NCLBA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Elementary students (grades K-5) who live more than one mile from school will be transported. Secondary students (grades 6-12) who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the transportation supervisor in accordance with OAR 581-023-0040 (1) (c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

<sup>1</sup> School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled.

\_\_\_\_\_ <sup>2</sup>Federal funds means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup> If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

## Student Transportation Services - EEA

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If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus driver will be responsible for the school bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

<sup>4</sup> “Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

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Student Transportation Services - EEA

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The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 327.006</a>	<a href="#">ORS 815</a> .055	<a href="#">OAR 581-053-0031</a>
<a href="#">ORS 327.033</a>	<a href="#">ORS 815</a> .080	<a href="#">OAR 581-053-0040</a>
<a href="#">ORS 327.043</a>	<a href="#">ORS 820</a> .100 to-820.190	<a href="#">OAR 581-053-0053</a>
<a href="#">ORS 332.405</a>		<a href="#">OAR 581-053-0060</a>
<a href="#">ORS 332.415</a>	<a href="#">OAR 581-021-0050</a> to-0075	<a href="#">OAR 581-053-0070</a>
<a href="#">ORS 339.240</a> to-339.250	<a href="#">OAR 581-022-1530</a>	<a href="#">OAR 581-053-0210</a>
<a href="#">ORS 343.155</a> to-343.246	<a href="#">OAR 581-023-0040</a>	<a href="#">OAR 581-053-0220</a>
<a href="#">ORS 343</a> .533	<a href="#">OAR 581-053-0002</a>	<a href="#">OAR 581-053-0230</a>
<a href="#">ORS 343</a> .155 to-343.243	<a href="#">OAR 581-053-0003</a>	<a href="#">OAR 581-053-0240</a>
<a href="#">ORS 811</a> .210	<a href="#">OAR 581-053-0004</a>	<a href="#">OAR 735-102-0010</a>
<a href="#">ORS 811</a> .215	<a href="#">OAR 581-053-0010</a>	

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

**Cross Reference(s):**

EEAC - School Bus Safety Program

EEACC - Student Conduct on School Buses

Student Transportation Services - EEA

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## Appendix B- 581-023-0040 Approved Transportation Costs

### 581-023-0040

#### Approved Transportation Costs for Payments from the State School Fund

(1) Definitions for the purpose of this rule:

(a) “Elementary School Student” means, notwithstanding any other OAR or statute, pupils attending a school offering only an elementary curriculum, any combination of grades K through 8;

(b) “Secondary School Student” means, notwithstanding any other OAR or statute, pupils attending a school offering any secondary curriculum for grades 9, 10, 11, or 12. Additionally, all students attending a school designated by the local school board through board action as a junior high school or middle school may be considered secondary students;

(c) “Local School Board” means, notwithstanding any other OAR or statute, the local school board for the district in which the student’s legal residence is physically located. Local school boards are not required to provide transportation for students who have requested and received approval to attend a school other than that designated by the local school board for students living in their specified attendance area;

(d) “Manufacturer’s Rated Capacity” means the number of students to be used in the calculations specified in paragraph (5)(n)(B) of this rule and described below:

(A) Buses transporting only elementary students will have a passenger capacity as stated on the manufacturer’s identification plate;

(B) Buses transporting only high school students, grades 9 through 12 will have a passenger capacity based on two students for each 39 inch bus seat;

(C) Buses transporting mixed groups from grades K–12 (in any combination) or groups of only junior high or middle school students will have a passenger capacity based on 2.5 students for each 39-inch bus seat.

“EXAMPLE: A bus with a manufacturer’s passenger capacity stated on the identification plate of 72 would have the following ratings: elementary — 72, high school only — 48, mixed groups — 60, middle school and junior high school — 60.”

(e) “Mile(s) from School” means the distance a student lives from school, measured from the closest, reasonable, and prudent point between the school property identified by the local board for that pupil’s attendance and the property where the pupil lives. The distance will be measured over the shortest practicable route on maintained public roadways or over existing pedestrian facilities or pedestrian facilities capable of meeting the requirements listed in ORS 332.405(4);

(f) “Patron” means any individual, organization, or entity that is able to use student transportation services except for charter schools (as defined in ORS 338) or a public agency (described in ORS 339.133(4),

ORS 327.527, ORS 327.540 or ORS 327.390) if the school or agency reimburses school districts up to one hundred percent (100%) of incurred transportation costs pursuant to ORS 338.145, 339.133(4), ORS 327.527, ORS 327.540 or 327.390.

(g) "Supplemental Plan" means a plan adopted by local school board resolution identifying groups or categories of students who live within the 1 and 1.5 mile limitations and require transportation based on health or safety reasons, including special education. Supplemental plan approvals may be ordered by the State Board of Education or its designated representatives. The State Board shall have the right of final review of any actions regarding supplemental plans. Appeals will be directed to the State Board for final consideration. The Plan must include the following:

- (A) The approximate number of students to be transported based on the plan;
- (B) The health or safety reasons cited for providing transportation;
- (C) The local board resolution specifying the supplemental plan as submitted; and
- (D) Any additional information or documentation supporting the supplemental plan deemed appropriate locally.

(h) "Alternative Transportation," and "Active Transportation costs" have the definitions given in ORS 327.033.

(i) "Suitable and sufficient" means transportation that is appropriate for a particular student or group of students based on:

- (A) The age of the student;
- (B) The physical or mental capabilities of the student;
- (C) The distance the student is to be transported; and
- (D) The safety of the student to be transported.

(2) Approved transportation costs shall include those costs incurred in transporting pupils to and from instructional programs during the regularly scheduled school term within the limitations specified by ORS 327.006 and 327.033. Approved transportation costs may include costs incurred in transporting students participating in extended school year programs eligible for funding from the State School Fund.

(3) Approved transportation costs shall include those district expenditures associated with:

- (a) Home-to-school transportation of elementary school pupils who live at least one mile from school;
- (b) Home-to-school transportation of secondary school pupils who live at least one and one-half miles from school;

(c) Transportation of pupils between educational facilities either within or across district boundaries, if the facilities are used as part of the regularly-scheduled instructional program approved by the Board;

(d) Transportation of pupils for in-state field trips when such represents an extension of classroom activities for instructional purposes, and shall include out-of-state destinations within 100 miles of the Oregon border;

(e) Transportation of pupils home to school for whom a supplemental plan has been approved by the State Board of Education in addressing safety, health, and special education needs;

(f) Transportation of preschool children in Early Childhood Special Education Services having an Individual Family Service Plan requiring transportation and preschool children receiving Early Intervention Services under the authority of ORS 343.533.

(g) School to home transportation following extended school day instructional programs for:

(A) Elementary school pupils who live at least one mile from school;

(B) Secondary school pupils who live at least one and one-half miles from school.

(h) For the 2020-21 school year, maintaining an adequate level of pupil transportation services while school districts are administering Comprehensive Distance Learning in response to the COVID-19 pandemic.

(4) Approved Alternative Transportation costs:

(a) Include those district expenditures associated with:

(A) The facilitation of Active Transportation for human-powered forms of travel, including walking or bicycling, between home and school for students who live less than three miles from school. These costs may include:

(i) A pedestrian or bicycle group;

(ii) A crossing guard; or

(iii) Staff time required for coordinating active transportation options.

(B) The facilitation of Public Transportation between home and school for secondary school students. This may include staff time required for coordinating public transportation options.

(b) Require that new positions or extra duty opportunities created as a result of the implementation of Alternative Transportation will be direct employees of the school district.

(c) Do not include costs for transportation that is subcontracted by a school district to a private transportation provider.

(5) Approved transportation costs shall exclude those district expenditures associated with transportation for the following unless the school program is required under provisions of the Individuals with Disabilities Education Act, ORS 343.533 or 339.010 through 339.090 and 339.250:

- (a) Pupils living within the limits prescribed in ORS 327.006(2) for whom no supplemental plan has been approved by the State Board;
  - (b) Activity trips other than for instructional purposes;
  - (c) Athletic trips;
  - (d) School lunch purposes;
  - (e) Summer school;
  - (f) Adult education;
  - (g) Evening school;
  - (h) Preschool and/or nursery school;
  - (i) Board and room in lieu of transportation associated with field trips;
  - (j) Transportation facility and staff costs other than those directly related to approved pupil transportation activities.
- (6) The computation shall be made as follows:
- (a) Pupil Transportation Salaries;
  - (b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance;
  - (c) All contracted Transportation;
  - (d) Travel of Pupil Transportation Personnel;
  - (e) Employee Benefits on Pupil Transportation Salaries;
  - (f) Pupil Transportation Insurance;
  - (g) Payments in Lieu of Transportation;
  - (h) Other Expenses of Pupil Transportation;
  - (i) Payments to Other Districts for Pupil Transportation;
  - (j) Leases and Rentals;
  - (k) Depreciation:
    - (A) Depreciation of Garage, but this shall not include land;
    - (B) Depreciation of Buses that are used at least 50% for reimbursable mileage.

(C) Shall include the costs to the district to retrofit, repower, or to replace as defined in ORS 468A.795, school buses for the purpose of reducing or eliminating diesel engine emissions. These costs:

(i) Shall not include the costs paid with moneys received from the state by a school district from the Clean Diesel Engine Fund that are described in 468A.801 (2)(a); and

(ii) Shall include costs to paid with moneys received from the state as allowed by the Environmental Mitigation Trust Agreement as defined in ORS 468A.801 (2)(c).

(l) Total of subsections (5)(a) through (k) of this rule;

(m) Deduct (if cost is included in detail above):

(A) Payments Received from Other Districts and from Patrons for reimbursable transportation;

(B) Non-reimbursable Transportation Costs:

(i) For 2021 – 22:

(I) Number of miles at \$2.86 Per mile for all school buses and school activity vehicles having a manufacturers designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.43 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(ii) For 2022 – 23:

(I) Number of miles at \$2.96 Per mile for all school buses and school activity vehicles having a manufacturers designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.49 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iii) For 2023 – 24:

(I) Number of miles at \$3.18 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.60 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iv) For 2024 – 25:

(I) Number of miles at \$3.29 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.65 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(v)(I) Those local school board certified marginal costs attributable to services provided to students who are not eligible for home-to-school transportation under section 3, calculated and documented as follows: Documentation maintained by local district shall include: bus and route identification, school(s) being served, number of eligible students on board, number of ineligible students on board;

(II) Calculation of marginal costs shall be as follows: District Cost Per Mile of bus operation divided by the total number of students transported on each bus to derive an average cost per student. The cost per student multiplied by the number of ineligible students and the number of miles transported provides the amount for deduction. Example: Cost per student = district cost per bus mile - number of students on bus; Total Deduction = cost per student x ineligible students x number of miles transported.

(III) No deduction will be made for transportation inside prescribed limits if the local board certifies student demographics would require student bus rides to or from school of more than one hour if the bus is routed in a manner making it accessible to the number of eligible students living outside the prescribed mileage limit equal to 130 percent of the bus manufacturer's rated capacity; or

(IV) The local school board certifies that buses are routed in a manner to serve at least the number of eligible students living outside the prescribed mileage limits equal to 130 percent of the bus manufacturer's rated passenger capacity; and

(V) In either of the aforementioned situations, no additional costs have been incurred by the district for the identified service.

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006 or third party Medicaid payments for transportation, if used to support expenditures in subsections (5)(a) through (l) of this rule;

(D) Rental or Lease Payments from Private Contractors;

(E) The percentage of transportation facility depreciation commensurate with the percentage of the total district fleet value based upon purchase price (see subsection (6)(k) of this rule) represented by non-pupil transportation equipment. Examples of nonpupil transportation equipment would include the following: lawnmowers, tractors, backhoes, trucks, pickups, cars, trailers, snow blowers, etc.

(n) Total Deductions ((5)(m)(A)+(m)(B)+(m)(C)+(m)(D)+ (m)(E));

(o) Approved Cost ((5)(l) minus (5)(n)).

(7) In the above computation, the following definitions apply:

(a) Pupil Transportation Salaries. Salaries and wages paid school bus drivers, assistants to driver, and that portion of salaries paid mechanics and other bus maintenance employees, supervisors of transportation, secretarial and clerical assistants, and persons assigned transportation oversight and coordination responsibilities attributable to the transportation program and documented through position descriptions and payroll records. No school district General Administration salaries may be included in this area;

(b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance. Costs of fuel, oil, lubricants, tires, tire repair, batteries, vehicle diagnosis and repair equipment identified as capital expenditures in the "Program Budget Manual," vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance;

(c) All Contracted Transportation. Payments to parents and independent public or private contractors for transporting pupils from home to school, between educational facilities and for non-reimbursable activities enumerated in paragraph (6)(l)(B) of this rule; and fares to public carriers for transporting pupils from home to school and between educational facilities:

(A) If a district retains ownership of buses and garages and contracts for the operation of the transportation system with provision in the contract for lease or rental of the buses and garages, the contracted transportation cost shown should reflect the gross bid including the lease or rental payment. The lease or rental payment shall be deducted in the computation as reported in paragraph (5)(n)(D) of this rule;

(B) If the district retains ownership of buses and garages and participates in a transportation cooperative or consortium through an intergovernmental agreement, depreciation apportionment provided under ORS 327.033 will be disbursed directly to the district. No depreciation component is approved for cooperative-owned buses or garages.

(d) Travel of Pupil Transportation Personnel. Meals, lodging, mileage, per diem and other travel expenses of pupil transportation personnel, and private car mileage if paid to bus drivers for travel to and from the point where school bus is parked if other than the central garage. The same travel expenses plus tuition or registration are included for attendance at Department of Education sponsored or presented pupil transportation training programs and seminars;

(e) Employee Benefits on Pupil Transportation Salaries. The district's contributions for employee benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(f) Pupil Transportation Insurance. Payments for public liability and property damage, medical care, collision, fire and theft, and insurance on garages and shops;

(g) Payments in Lieu of Transportation. Payments for pupils' board and room in lieu of transportation, consistent with ORS 332.405(2);

(h) Other Expenses of Pupil Transportation. District-paid fees for school bus drivers' physical examinations; interest on bus or garage contracts payable including lease-purchase agreements if capitalized (see subsection (6)(k) of this rule);

(i) Payments to Other In-State or Out-of-State Districts for Transportation. Payments to other districts for approved pupil transportation costs;

(j) Leases and Rentals. Rental or lease payments for the use of land or buildings used for approved pupil transportation. Rental or lease payments for buses operated by district personnel for approved pupil transportation.

“NOTE: Only those leases which do not contain an option to purchase or application of rentals to purchase should be included in subsection (5)(j) of this rule. See subsection (6)(k) of this rule as to the proper treatment of other lease-purchase agreements.”

(k) Depreciation. For purposes of computing depreciation, capitalized cost is defined to include the unit cost of the asset, exclusive of interest, for such assets purchased outright, by conventional contract, or by lease-purchase agreement if such agreement contains any provision to acquire ownership at the end of the agreement by application of a portion of the rentals paid or a terminal payment. The computation of the capitalized cost and the depreciation shall be according to the following:

(A) Portions of Garages and Other Buildings Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on the forms provided, the unit cost of the garage or other building purchased and the dollar amount of interest payments associated with such purchase. The purchase of land shall not be included in the Garage Depreciation. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of four percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, the interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. Land shall not be included in the lease purchase agreement for the purpose of reimbursement. Subsequent to July 1, 1975, the capitalized value shall represent the lease-purchase price less any interest payments contained in the agreement. Depreciation shall be computed at an annual rate of four percent.

(B) Buses and Other Vehicles Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on the forms provided, the unit cost of the vehicle(s) purchased and the dollar amount of interest payments associated with such purchase. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of ten percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, any applicable trade-in value, the dollar amounts of interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. The capitalized value of the vehicles shall represent the lease-purchase price including the trade-in allowance less interest payments contained in the agreement. Depreciation shall be computed at an annual rate of ten percent;

(iii) Lease agreements. If the district is leasing its buses under a lease agreement, the district shall report the annual lease cost. A lease agreement as used in this paragraph means an agreement whereby the lessor retains title to the buses being leased to the lessee school district and the title to the buses is never received by the lessee. Under such a lease agreement, the use of the buses by the lessee is limited by the term of the lease. If there is an auxiliary agreement either written or oral whereby at the end of the lease term, the title of the buses shall pass to the lessee school district, the agreement is not a lease

agreement as described in this paragraph but is a lease-purchase agreement as outlined in subparagraph (ii) of this paragraph. The lease payment made by a school district obtaining the use of buses pursuant to a lease as defined in this paragraph shall be used in the computation of the reimbursement in place of the depreciation set forth in subparagraphs (i) and (ii) of this paragraph.

(C) Deductions:

(i) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation if paid in support of expenditures listed in subsections (5)(a) through (l) of this rule;

(ii) Nonreimbursable Transportation Costs. Actual bus mileage of excludable trips shall include the actual mileage in district owned or contracted buses for transportation for activity trips, athletic trips, school lunch purposes, summer school, adult education, evening school, nursery school, and any other nonreimbursable purposes. Such mileage shall be deducted at the rate indicated in subsection (5)(m)(B) of this rule. The rate of deduction may be reviewed periodically by the State Board of Education and adjusted accordingly;

(iii) State and Federal Receipts for Transportation. All state and federal receipts for transportation expenditures, exclusive of funds apportioned under ORS 327.006 and 327.033, that have been included in subsection (5)(a) through (l) of this rule;

(iv) Rental or Lease Payments from Private Contractors. Payments received from private contractors for the use of district owned buses and garages in the operation of the pupil transportation system by the private contractor. This item must be shown as Revenue Code 1930 in the school district audit and the gross payments to the contractor must be included in subsection (5)(c) of this rule.

(8) Each district shall maintain a record, by purpose, of total pupil transportation miles and shall submit a report of such to the Oregon Department of Education on the form provided. The accuracy of such records shall be certified by the district clerk.

(9) If an education service district offers a special service under the provisions of section (4) of ORS 334.175, including home-to-school transportation that would qualify for reimbursement under the provisions of ORS 327.006 if provided by a local school district, the following procedure in crediting the transportation expenditure to the local district may be employed:

(a) The education service district shall compute approved home-to-school transportation costs as provided in section (4) of this rule;

(b) The approved costs so determined shall be billed to and paid by each of the local school districts. The expenditure shall be accounted for by the local district as a transportation expenditure paid to another education agency;

(c) The audited district expenditure shall be recognized by the State Superintendent of Public Instruction in computing the local district's entitlement under ORS 327.006;

(d) If the education service district reimburses the local district the difference between that portion billed and that paid under ORS 327.006, such reimbursement — if derived from property tax sources by

education service district resolution — shall not be deducted by the state in determining the local district's approved costs. The local district shall account for the education service district reimbursement as other general receipts are accounted for from the education service district.

(10) For purposes of computing board and room entitlement for a district operating a dormitory under provisions of ORS 327.006, the state assumes responsibility for its proportionate share of costs associated with the provision of food, facilities, staff, operation, and maintenance necessary to provide students with safe and healthy living conditions. The state does not assume responsibility for costs associated with recreation or entertainment of students. The approved cost against which the computation is made for state liability shall not exceed the limit stated in ORS 332.405. In addition, the state will assume its proportionate share of the cost of field trips as defined in subsection (3)(c) of this rule.

(11) The computation of approved expenditures for board and room entitlement shall be made as follows:

(a) Salaries;

(b) Operation:

(A) Utilities;

(B) Supplies;

(C) Other Operational Costs.

(c) Maintenance:

(A) Upkeep;

(B) Replacement.

(d) Fixed Charges:

(A) Employee Benefits;

(B) Other Fixed Charges.

(e) Food;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs and Maintenance;

(g) Depreciation:

(A) Dormitory;

(B) Buses and Other Vehicles.

(h) Total Expenditures (Sum of subsections (10)(a) through (g) of this rule));

(i) Deductions (subtract if cost is included in cost above):

(A) Payments Received from Other Districts and from Patrons;

(B) Nonreimbursable Transportation Costs as indicated in subsection (5)(m)(B) of this rule;

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006, 327.033, or third party Medicaid payments, if used to support expenditures in subsections (10)(a) through (g) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements;

(E) Sales of Food.

(j) Total Deductions (sum (10)(i)(A) + (i)(B) + (i)(C) + (i)(D) + (i)(E));

(k) Approved Cost ((10)(h) minus (10)(j) of this rule).

(12) The items included in the board and room entitlement computation are defined as follows:

(a) Salaries. Salaries and wages paid dormitory personnel, including the dormitory manager, cooks, custodians, and other personnel directly concerned with operation of the dormitory, and that portion of salaries paid secretarial and clerical assistants and other personnel attributable to the dormitory program;

(b) Operation:

(A) Utilities. Heat for buildings, water and sewage, electricity, telephone, and other utilities necessary for the operation of the dormitory;

(B) Supplies. Custodial supplies, supplies for care of grounds, linens, and other supplies necessary for the operation of the dormitory including food services. Purchase of food is included in subsection (11)(e) of this rule;

(C) Other Operational Costs. Contracted custodial services, window washing, laundry or linen services, etc., necessary for the operation of the dormitory.

(c) Maintenance:

(A) Upkeep. Expenditures associated with maintaining the existing dormitory facilities in a safe, healthy, and efficient condition, including supplies and materials for upkeep of dormitory grounds and the dormitory building. Costs associated with maintenance of recreational or entertainment facilities are excluded;

(B) Replacement of Equipment. Expenditures associated with replacing equipment necessary to the safe, healthy, and efficient operation of the dormitory. Replacement of equipment used for recreational or entertainment purposes are excluded.

(d) Fixed Charges:

(A) Employee Benefits. Expenditures for dormitory employees' benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(B) Other Fixed Charges. Expenditures for property insurance, liability insurance, rental of land and buildings for purposes associated with operation of the dormitory, and other fixed charges directly attributable to operation of the dormitory.

(e) Food. Expenditures for food necessary for the operation of the dormitory;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs, and Maintenance. Expenditures for fuel, oil, lubricants, tires, tire repair, batteries, vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance necessary for the operation of buses utilized for purposes stated in section (3) of this rule and of other vehicles necessary for the operation of the dormitory;

(g) Depreciation:

(A) Dormitory. For purposes of computing dormitory depreciation, capitalized cost is defined as the unit cost of the asset (including the cost of original equipment), exclusive of interest, plus the cost of substantial improvements or remodeling. The purchase of land shall not be included. Costs associated with providing recreational or entertainment facilities are not included. Depreciation shall be computed at an annual rate of four percent;

(B) Buses and Other Vehicles. Depreciation for buses used for approved pupil transportation and that portion of other vehicles necessary for operation of the dormitory shall be computed in accordance with the formula and definition stated in paragraph (6)(k)(B) of this rule.

(h) Total. Sum of subsections (10)(a) through (g) of this rule;

(i) Deductions:

(A) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation or room and board if paid in support of expenditures listed in subsections (10)(a) through (f) of this rule;

(B) Nonreimbursable Transportation Costs. Costs for nonreimbursable transportation according to the formula and definition stated in paragraph (6)(l)(B) of this rule;

(C) State and Federal Receipts for Transportation. All state and federal receipts for transportation or room and board expenditures exclusive of funds apportioned under ORS 327.006 that have been included in subsections (10)(a) through (f) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements. All federal receipts for school lunch, breakfast, and milk expenditures that have been included in subsections (10)(a) through (f) of this rule;

(E) Sales of Food. Money received from teachers, students, or other individuals from food sales for which the expenditures are included in subsections (10)(a) through (f) of this rule.

(13) Beginning with the 2024-25 school year, school districts may request a waiver and/or supplemental plan to include Alternative Transportation as a reimbursable expense under their Transportation Grant. In order to include Alternative Transportation costs as a reimbursable expense, school districts must:

(a) Submit a proposed or revised supplemental plan and/or waiver for their district that includes explanations of the alternative transportation methods to be used.

(b) Demonstrate that the inclusion of Alternative Transportation will result in Transportation Grant expenses that are equal to or less than planned expenses without Alternative Transportation, or demonstrate that costs exceeding this amount will be paid from a source other than the transportation grant from the State School Fund.

(c) Document the local community engagement that was conducted to develop the plan for Alternative Transportation.

(d) For Alternative Transportation plans that include Public Transportation, districts must demonstrate that:

(A) No other transportation options, including Active Transportation options, are suitable and sufficient;

(B) They have made a good faith effort to recruit, hire, train, retain and pay transportation positions at competitive wages consistent with collective bargaining agreements and were unable to hire a sufficient workforce to ensure reliable service by a school bus and timely transport of students to and from school.

(e) School districts shall resubmit their supplemental plans and/or waivers for the inclusion of Alternative Transportation to be reauthorized by the State Board of Education every two years.

(f) Notwithstanding subsections (13)(a-e) of this section, a school district that, prior to the effective date of July 1, 2024, had been receiving reimbursement for costs incurred in providing transit passes under a supplemental plan or a waiver shall continue to receive reimbursement under the terms and conditions the school district was receiving reimbursement prior to the effective date of July 1, 2024 unless the State Board of Education and the school district agree otherwise.

(14) Approved Alternative Transportation costs shall include costs identified in or aligned with the plan presented in their request for a waiver and/or supplemental plan that has been approved by the State Board of Education.

(a) The Department may reimburse estimated Alternative Transportation costs during the school year the costs are incurred based on estimates provided by the school district, and then reconcile to actual costs the following school year.

(b) The Department shall not reimburse Alternative Transportation costs that exceed 5% of the school district's total Transportation Grant for the concurrent school year.

(15) Such items of expenditure as may be questionable in applying the policy stated in this administrative rule shall be resolved by the State Superintendent of Public Instruction and such determination shall be final.

(16) Apportionment of the State School Fund for 2001–02 and subsequent years.

**Statutory/Other Authority:** ORS 327.013 & ORS 820.100 - 820.120

**Statutes/Other Implemented:** ORS 327.013 & ORS 820.100 - 820.120

**History:**

[ODE 4-2024, amend filed 02/16/2024, effective 02/16/2024](#)

[ODE 51-2022, amend filed 10/26/2022, effective 10/26/2022](#)

[ODE 4-2021, amend filed 01/28/2021, effective 01/28/2021](#)

[ODE 38-2020, temporary amend filed 09/18/2020, effective 09/18/2020 through 03/16/2021](#)

[ODE 2-2020, amend filed 02/27/2020, effective 02/28/2020](#)

[ODE 4-2018, amend filed 02/21/2018, effective 02/21/2018](#)

ODE 46-2016, f. & cert. ef. 11-1-16

ODE 4-2016, f. & cert. ef. 2-5-16

ODE 39-2014, f. & cert. ef. 9-3-14

ODE 22-2011, f. & cert. ef. 12-15-11

ODE 6-2010, f. & cert. ef. 4-26-10

ODE 8-2008, f. & cert. ef. 3-21-08

ODE 10-2006, f. & cert. ef. 2-21-06

ODE 9-2003, f. & cert. ef. 6-13-03

ODE 25-2001, f. & cert. ef. 11-7-01

ODE 9-2000, f. & cert. ef. 4-5-00

EB 4-1997, f. & cert. ef. 4-25-97

EB 21-1993, f. & cert. ef. 6-2-93

EB 3-1992, f. & cert. ef. 2-21-92

EB 42-1988, f. & cert. ef. 11-15-88

EB 32-1987, f. & ef. 12-10-87

EB 4-1987, f. & ef. 2-20-87

1EB 5-1986, f. 1-30-86, ef. 2-1-86

1EB 1-1985, f. 1-4-85, ef. 1-7-85

1EB 17-1983, f. 11-23-83, ef. 11-25-83

1EB 15-1982, f. 8-4-82, ef. 8-5-82

1EB 4-1982, f. & ef. 2-10-82

1EB 6-1981, f. 3-2-81, ef. 3-3-81

1EB 10-1980, f. & ef. 5-5-80

1EB 4-1978, f. 1-27-78, ef. 1-27-78

1EB 233, f. 6-11-76, ef. 6-18-76

1EB 220, f. 2-17-76, ef. 3-15-76

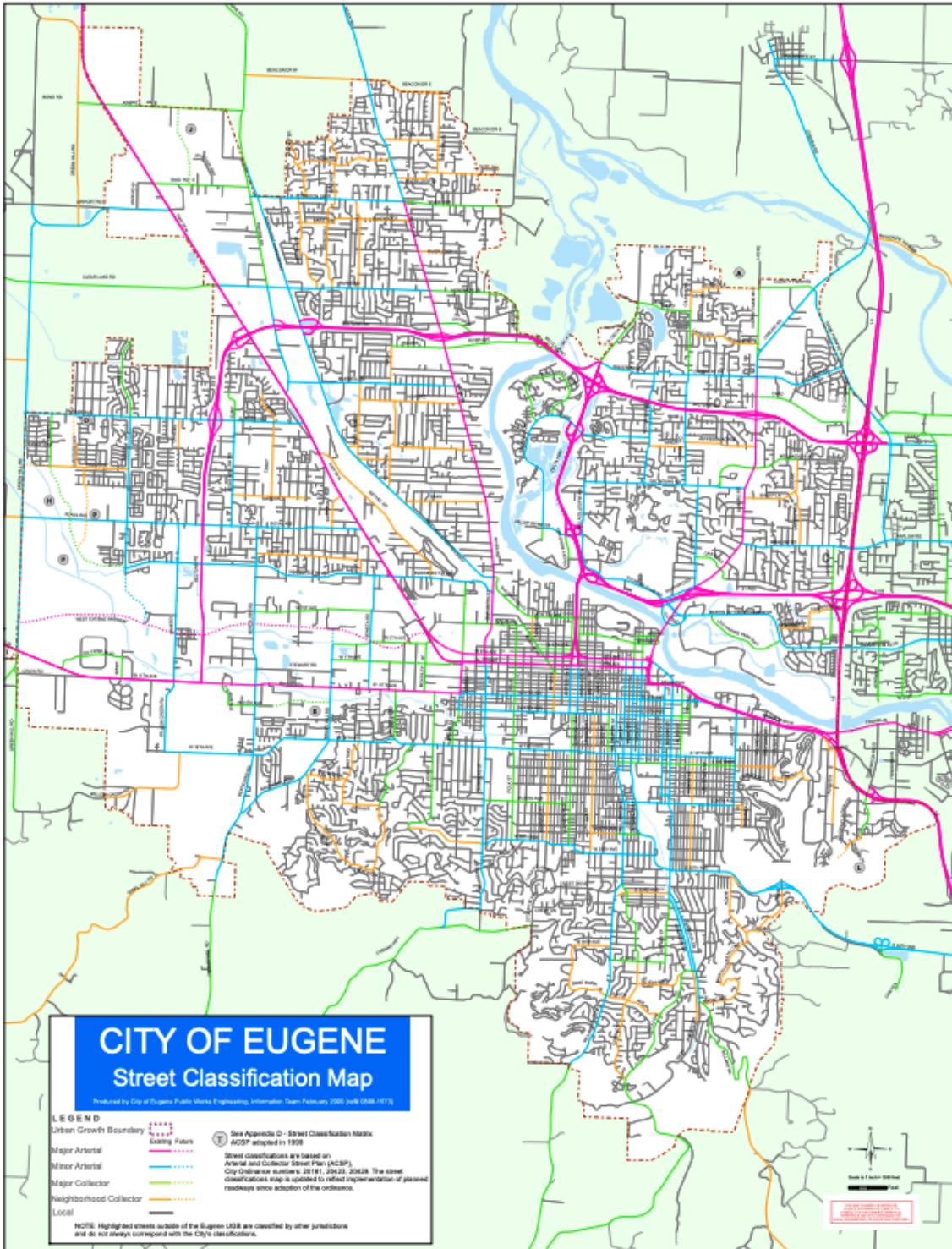
1EB 209, f. 12-5-75, ef. 1-16-76

1EB 181, f. 1-17-75, ef. 7-1-75

1EB 177, f. 10-2-74

# Appendix C- Road Classification Map

Link: [City of Eugene: Road Classification Ma](#)



# Appendix D- Evaluation for Walk Area

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for ELEM	Hazard for MIDD	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Respo	Slow Energy use	Lane Width	Lighting	Other Condit ions	Reason for Other Condition Points	Additional Notes
Adams	Churchill	Williamette St. between 19th & 25th	27	Yes	HAZARD	FALSE	0	7	10	1	5	0	2	0	2	Non-perpendicular intersections, heavy commercial use on Williamette	3 points removed for removed for lights at 24th and 25th
Adams	Churchill	W 28th Ave - Chambers to Lincoln (L	29	Yes	HAZARD	FALSE	0	10	10	1	5	0	2	0	1	Non-perpendicular intersections. Would like to see crossing at Adams, Taylor	
Adams	Churchill	W 28th Ave - Friendly to Jefferson	26	No	FALSE	FALSE	0	7	10	1	5	0	2	0	1	Non-perpendicular intersections. Would like to see crossing at Adams, Taylor	
Adams		18th- Williamette to Jefferson	28	Yes	HAZARD	FALSE	0	8	10	3	5	0	2	0	0	Hill leads to increased	No crashes
Adams		Chambers (25th - 27th) (West side)	26	No	FALSE	FALSE	0	10	3	5	5	0	2	0	1		
ATA	Churchill	18th - Lincoln to Buck	27	No	HAZARD	FALSE	0	5	10	3	5	0	2	0	2	High traffic volume, heavy commercial use	
ATA	Churchill	7th - Chambers to Van Buren	32	Yes	HAZARD	HAZARD	0	5	10	3	7	0	5	0	2	Part of Hwy system, high traffic volume	
ATA	Churchill	6th - Tyler to Taylor	32	Yes	HAZARD	HAZARD	0	5	10	3	7	0	5	0	2	Part of Hwy system, high traffic volume	
Andrew Park	North	Spring Creek Dr.	17	No	FALSE	FALSE	8	5	0	0	2	0	1	0	1	Long, straight stretch with no breaks encourages speeding	
Andrew Park	North	River Rd - Blackfoot Ave- Beacon Dr	35	Yes	HAZARD	HAZARD	0	7	10	7	7	0	4	0	0	Curvesterrain, seduced, Other comes off a high speed road	
Andrew Park	North	Beacon Dr - River Road to Futura	34	Yes	HAZARD	HAZARD	15	5	0	5	2	0	1	3	3	Curvesterrain, seduced, Other comes off a high speed road	
Andrew Park	North	Beacon Dr - Futura to Scenic	26	No	FALSE	FALSE	9	5	1	5	2	0	1	0	3	Curvesterrain, seduced, Other	
Andrew Park	North	Beacon Dr - Scenic to South of Hiem	37	Yes	HAZARD	HAZARD	15	5	0	7	2	0	1	3	4	Curvesterrain, seduced, Other comes off a high speed road, and zero visibility	
Andrew Park	North	Beacon Dr - South of Hieman to Riv	30	Yes	HAZARD	FALSE	10	5	0	7	2	0	1	3	2	seduced, Other comes off a high speed road.	
Andrew Park	North	River Lp #2	28	Yes	HAZARD	FALSE	10	5	0	5	2	0	1	3	2	Seduced, Other: long straight road with no interruption encourages speeding	No lighting at Banner, Kristen
Camas	South	30th	25	No	FALSE	FALSE	0	2	10	5	5	0	3	0	0		
Camas Ridge	South	24th between Amazon Pkwy and Hily	20	No	FALSE	FALSE	0	1	10	3	5	0	1	0	0	Unmarked crosswalks across minor arterials in the walk area	Sidewalk on one side with dark walking path on other
Camas Ridge- Edgewood	South	East Amazon Dr	20	No	FALSE	FALSE	0	10	0	3	5	0	1	0	1		

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for Elem	Hazard for Mild	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Street	Slow Emergency Respo	Lane Width	Lighting	Other Conditions	Reason for Other	Additional Notes
Canas Ridge, Edgewood	South	West Amazon Dr	19	No	FALSE	FALSE	0	8	0	3	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	
Canas Ridge, Roosevelt	South	Hilyard St between 28th and 33rd	26	No	FALSE	FALSE	0	4	10	3	5	0	3	0	1	Unmarked crosswalks across minor arterials in the walk area	3 points removed for traffic light. COE is working to reduce speed limit
Chavez	Churchill	W 11th Ave between City View and Jr	28	Yes	HAZARD	FALSE	0	7	10	3	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	
Chavez	Churchill	W 13th Ave - Arthur to Madison	26	No	FALSE	FALSE	0	7	10	3	5	0	1	0	0	Part of Hwy system, high traffic volume	
Chavez	Churchill	7th - Chambers to Van Buren	34	Yes	HAZARD	HAZARD	0	7	10	3	7	0	5	0	2	Part of Hwy system, high traffic volume	
Chavez	Churchill	6th - Tyler to Taylor	34	Yes	HAZARD	HAZARD	0	7	10	3	7	0	5	0	2	Part of Hwy system, high traffic volume	
Chavez	Churchill	18th - Chambers to Hawkins	30	Yes	HAZARD	FALSE	0	8	10	3	5	0	2	0	2	High traffic volume, heavy commercial use at Chambers	3points removed from crossing score because of traffic signal in front of school. Crossings are a little closer than every quarter mile and it's an arterial = 8 pts, with 3 points off for the traffic signal controlled crossing in front of school
Chavez, ATA	Churchill	Chambers St - 18th-11th	27	Yes	HAZARD	FALSE	0	5	10	3	5	0	2	0	2	Unmarked crosswalks across minor arterials in the walk area. personal safety issues on the Fern Ridge/Chambers pedestrian underpass	
Chavez, ATA	Churchill	Chambers St - 18th-25th	29	Yes	HAZARD	FALSE	0	7	7	3	5	0	6	0	1	Unmarked crosswalks across minor arterials in the walk area	3points removed from crossing score because of traffic signal controlled crossings
Edgewood	South	Williamette St - 37th to Spencer's Creel	31	Yes	HAZARD	FALSE	1	7	7	7	5	0	1	3	0	Crash data is accounting for 2 blocks in either direction, assuming that students will cross at the light	

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for Elm	Hazard for Midd	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Street	Slow Emerg Resp use	Lane Width	Lighting	Other Conditions	Reason for Other	Additional Notes
Edgewood	South	Fox Hollow crossing safely	15	No	FALSE	FALSE	1	5	1	1	3	0	1	0	3	Curves, high speed because of hill, shoulder used by bikes so not very useable for walking	Speed limit just lowered to 25
Edgewood / Carnas Ridge	South	East Amazon Dr	20	No	FALSE	FALSE	0	10	0	3	5	0	1	0	1	Unmarked crosswalks across minor arterials in the walk area	Sidewalk on one side with bark walking path on other
Edgewood / Carnas Ridge	South	West Amazon Dr	19	No	FALSE	FALSE	0	8	0	3	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	
Edison Roosevelt	South	Hilyard st (15th-20th)	30	Yes	HAZARD	FALSE	0	8	10	3	5	0	2	0	2	Unmarked crosswalks across minor arterials in the walk area	COE is working on reducing speed limit. Not removing points for traffic lights because of high number of turning motions
Edison Roosevelt	South	Hilyard st (20th-23rd)	22	No	FALSE	FALSE	0	10	0	3	5	0	2	0	2	Unmarked crosswalks across minor arterials in the walk area	
Edison		Franklin Blvd - 11th-Agate	33	Yes	HAZARD	HAZARD	0	2	10	5	7	0	6	0	3	Very high volume of all modes of traffic, part of highway system, bus line down middle of road	
Gilham	Sheldon	Gilham Rd Creekside Way-Ayres Rd	25	No	FALSE	FALSE	10	5	1	3	2	0	1	3	0		
Gilham, Cal Young	Sheldon	Green Acres Rd - (N Della Rd to Norf	30	No	HAZARD	FALSE	0	7	10	5	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	This will be lowered soon, hopefully.
Gilham, Cal Young	Sheldon	Crescent Ave (Norkenize to Coburg)	27	Yes	HAZARD	FALSE	0	8	10	1	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	
Gilham, Cal Young	Sheldon	Coburg Rd - Beltline and north	31	Yes	HAZARD	FALSE	0	10	1	5	7	0	6	0	2	Unmarked crosswalks across minor arterials in the walk area, bend in the road	Not dropping score because of traffic lights because of high # of turning motions.

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for Elem	Hazard for Midd	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Street	Slow Energy Respo nse	Lane Width	Lighting	Other Condit ions	Reason for Other Condition Points	Additional Notes
Holt, Monroe	Sheldon	Arcadia	19	No	FALSE	FALSE	10	5	1	0	0	0	0	3	0		
Holt, Monroe	Sheldon	Harow	28	Yes	HAZARD	FALSE	0	5	10	5	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area in front of school	3 points off crossing safely because of traffic light in front of school
Howard, Kelly, YG	North	Howard Ave	25	No	FALSE	FALSE	8	5	7	1	2	0	1	0	1	Cars, trash cans and other obstacles on shoulder of road	Around the curve, the inside shoulder often disappears under debris.
Howard, River Road, Kelly	North	Horn at Macday to River Road	20	No	FALSE	FALSE	9	5	0	1	2	0	1	0	2	Long straight stretch, trash cans on shoulder	Stretch inside shoulder often disappears under debris.
Howard, River Road, Kelly	North	Northpark from Cornwall to NW Expre	22	No	FALSE	FALSE	9	5	1	1	2	0	1	0	3	Long straight stretch, trash cans on shoulder, cones off NW Expressway	Stretches where shoulder disappears.
Howard, YG	North	Maxwell Rd	30	Yes	HAZARD	FALSE	0	7	10	5	5	0	2	0	1	Long straight stretch encourage speeding	
Howard	North	River Road	37	Yes	HAZARD	HAZARD	0	7	10	5	7	0	4	3	1	Long, straight stretch encourage speeding	
Kelly	North	Maxwell Rd	28	No	HAZARD	FALSE	0	5	10	5	5	0	2	0	1	Long straight stretch encourage speeding	
Kelly	North	River Road	35	Yes	HAZARD	HAZARD	0	5	10	5	7	0	4	3	1	Long, straight stretch encourage speeding	
Kelly, River Road, Howard	North	Horn at curve between Rosy to Oak	25	No	FALSE	FALSE	10	5	0	1	2	0	1	3	3	Curves, long straight stretch encourage speeding, shrubs on southeast side of curve and northwest side of Horn/Lake intersection significantly impact visibility	
Kennedy	Churchill	Bertleson - Bailey Hill to 18th	34	Yes	HAZARD	HAZARD	10	10	1	7	5	0	1	0	0		
Kennedy	Churchill	Bertleson - 18th to 11th.	31	No	HAZARD	FALSE	1	10	3	7	5	0	2	3	0		No lighting at Churchill Meadows

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for Elem	Hazard for MILD	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Street	Emergency Respo use	Lane Width	Lighting	Other Condit ions	Reason for Other Condit ions	Additional Notes
Kennedy, Twin Oaks	Churchill	Bailey Hill- Bertleson to Krouis	33	Yes	HAZARD	HAZARD	6	10	1	7	5	0	1	3	0		
Kennedy	Churchill	W 11th Ave - Bailey to Bellline	33	Yes	HAZARD	HAZARD	0	3	10	5	7	0	6	0	2	High traffic volume, heavy commercial use	
Kennedy	Churchill	Warren - Summit Terrace north to nor	17	No	FALSE	FALSE	10	0	0	0	2	0	0	3	2	Curves/terrain steep grade	
Kennedy	Churchill	W 18th Ave - Bertleson to Bailey Hill	29	No	HAZARD	FALSE	0	10	7	3	5	0	4	0	0		Crossing at light at Britlany brings down crossing score
Kennedy	Churchill	W 18th Ave - Bailey Hill to Buck Siree	27	No	HAZARD	FALSE	0	5	10	3	5	0	4	0	0		
Madison	North	River Rd - Irvington to past Lynbrook	34	Yes	HAZARD	HAZARD	0	5	10	7	7	0	4	0	1	Curves/terrain, secluded	
Madison	North	River Lp #1 - River Road to Alameda	28	No	HAZARD	FALSE	9	5	1	5	2	0	1	3	2		
Madison	North	River Loop 1/Wilkes Alameda to Beac	28	No	HAZARD	FALSE	10	5	0	7	0	0	1	3	2	Long straight stretches encourage speeding; curves/terrain	
Madison	North	Wilkes between Madison and River R	29	No	HAZARD	FALSE	4	5	10	5	3	0	1	0	1	Long straight stretch with no stop signs or signals encourage speeding	
Madison	North	Hunsaker	29	No	HAZARD	FALSE	8	5	7	1	3	0	1	0	4	Heavy Commercial, Delinators keep getting hit indicating crash risk, Coming off highway at high speeds, obstacles in shoulder	
McCormack	Churchill	Bailey Hill Rd north of 18th	32	Yes	HAZARD	HAZARD	0	10	10	5	5	0	2	0	0		Not taking off points because of lots of turning motions at 18th and Bailey Hill - it's a high crash intersection.
McCormack	Churchill	W 18th Ave - Josh St to City View	32	YES	HAZARD	HAZARD	0	10	10	3	5	0	4	0	0		
Monroe	Sheldon	Colung Rd - south of Bellline	30	No	HAZARD	FALSE	0	2	10	5	7	0	6	0	0		3 points off crossing safety because of traffic light in front of school
Monroe	Sheldon	Harlow	26	No	FALSE	FALSE	0	3	10	5	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	

School	Region	Location of Hazard	Total Score	HAZARD ?	Hazard for Elm	Hazard for Midd	Street Safety	Crossing Safety	LCOG Crash Data	Speed Limit	Type of Street	Slow Emerg Respo use	Lane Width	Lighting	Other Condit ions	Reason for Other Condit ion Points	Additional Notes
Morrore	Sheldon	Oakway Rd	31	No	HAZARD	FALSE	0	7	7	5	5	0	5	0	2	Non-perpendicular intersections, lots of commercial activity near Coburg	
Morrore, Gilham	Sheldon	Gilham Rd south of Bellline	25	No	FALSE	FALSE	0	8	1	5	5	0	2	3	1	Unmarked crosswalks across minor arterials in the walk area	Generally good lighting, but none at Sally
Morrore, Gilham	Sheldon	Gilham Rd north of Bellline to Crasee	25	No	FALSE	FALSE	0	8	1	5	5	0	2	3	1	Unmarked crosswalks across minor arterials in the walk area	Lighting could be poor at striped crossing in front of school
Morrore, Holt	Sheldon	Willakenzie Rd - east of Coburg	25	No	FALSE	FALSE	0	5	10	3	3	0	4	0	0		
River Road/El Camino	North	River Road	37	Yes	HAZARD	HAZARD	0	7	10	5	7	0	4	3	1	Long, straight stretches encourage speeding	
Roosevelt	South	Amazon Parkway	24	No	FALSE	FALSE	0	10	3	5	5	0	1	0	0		
Spring Creek, Madison	North	Irving	34	No	HAZARD	HAZARD	0	10	10	5	5	0	2	0	2	Long straight stretch with no stop signs or signals encourage speeding, comes off NW Expressway with people travelling high speeds	Not removing points because there's only 1 light.
Spring Creek, Madison	North	River Road	37	Yes	HAZARD	HAZARD	0	7	10	5	7	0	4	3	1	Long, straight stretches encourage speeding	
Spring Creek, Madison	North	Irvington	25	No	FALSE	FALSE	0	10	3	5	5	0	1	0	1	Long, straight stretches encourage speeding	
Twin Oaks	Churchill	Spencer Creek Rd/Lorane Hwy	35	Yes	HAZARD	HAZARD	8	5	3	7	3	3	1	3	2	It's a highway, Rural, very high speed road.	
Twin Oaks	Churchill	Bailey Hill Rd	32	Yes	HAZARD	HAZARD	8	5	0	7	3	3	1	3	2	Very high speed, little expectation of people walking or biking	
Willig	Sheldon	Willagliespie	24	No	FALSE	FALSE	0	2	10	5	5	0	2	0	0		
Cal Young	Sheldon	Norkenzie from Green Acres to Bellin'	30	No	HAZARD	FALSE	0	10	7	5	5	0	2	0	1	Unmarked crosswalks across minor arterials in the walk area	





# Supplemental Busing Plan Update

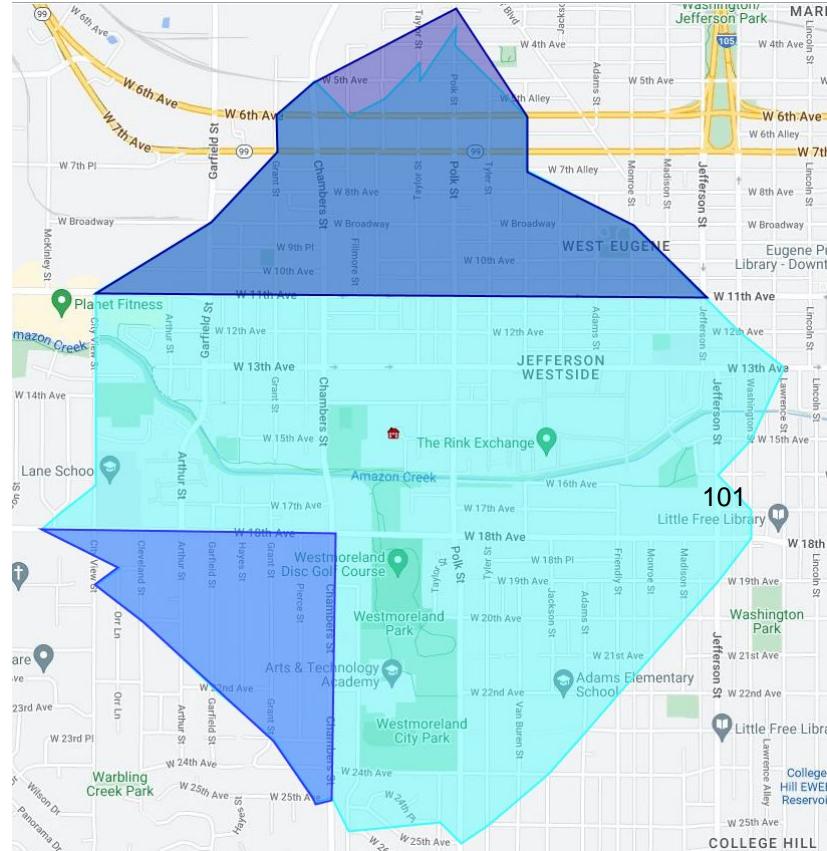
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Arthur Hart, Director of Transportation  
Sarah Mazze, Safe Routes to School Coordinator

# What is the Supplemental Busing Plan?

- **Walk Zone\***
  - 1 mile from elementary
  - 1.5 miles from secondary
- **Supplemental Busing Plan** documents where students are bused in the Walk Zone due to “Hazards” or other considerations.
- **Allows for transportation reimbursement from the state**

\* A distance from a school where a student is not required by the state to be transported, except by supplemental plan. See ORS 327.043



# Why Update the Plan?



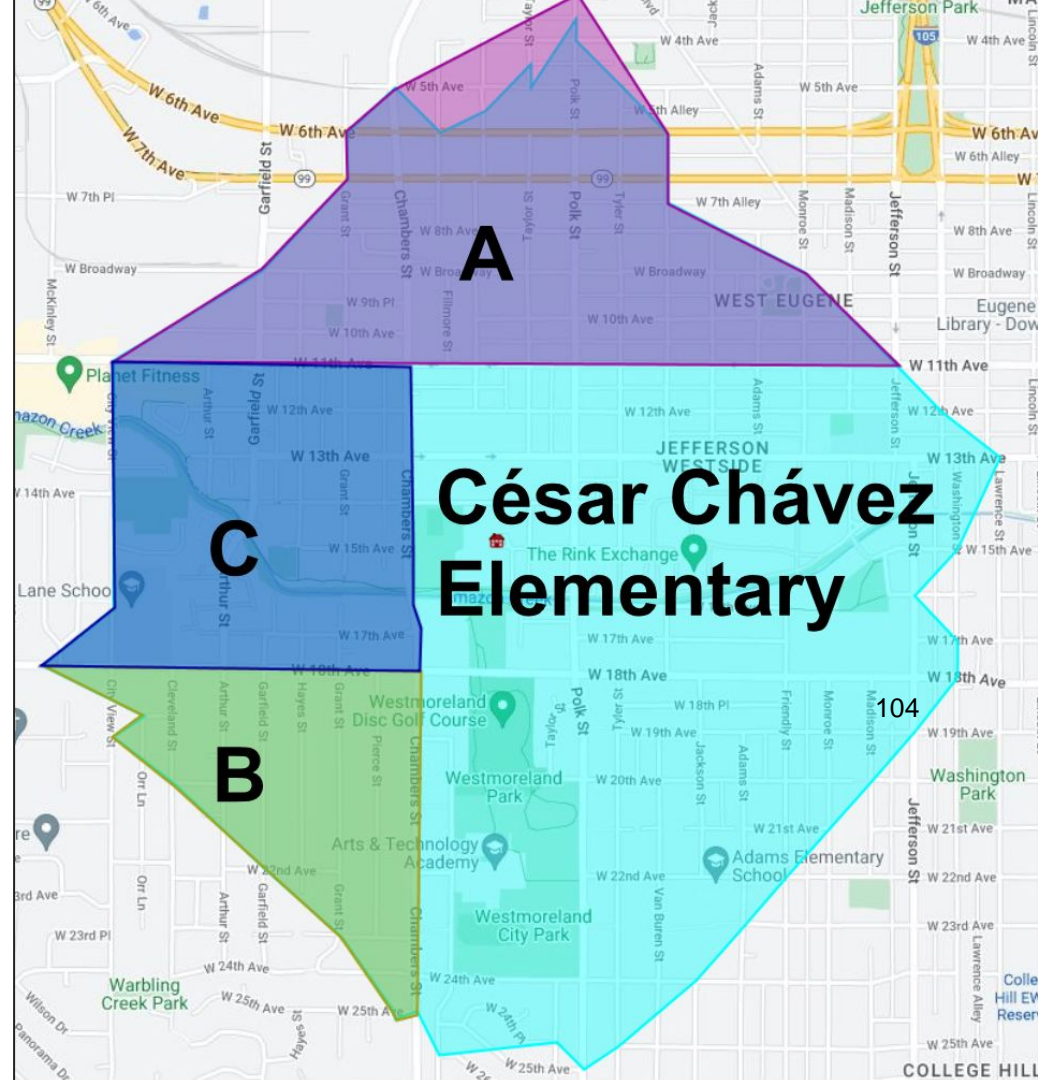
- Schools have changed
  - Consolidation
  - Super boundaries
  - Choice schools
- City/County have improved some previously hazardous areas
- More people, housing & traffic have created new transportation areas & new hazards
- Updating the Plan creates an equitable process

## What Was The Process

- Guiding values are equitable outcomes, student safety and attendance
- Use of objective criteria:
  - Crossing safety
  - Crash history
  - Speed limit
  - Street classification
  - Road width
  - Lighting
  - Delay in emergency response
  - Other conditions

# What Types of Changes Are Being Made To General Transportation Eligibility?

- Minor walk boundary adjustments
- New hazards declared
- Some old hazards removed
- Use of ODE reimbursable crossing guards to mitigate some hazards



# Equity Informed Temporary Transport Program

- Provides temporary busing with Education and Transportation Directors' approval to assure school access when access barriers exist that involve equity concerns.
- Provides appropriate supports, while busing, to ameliorate barriers to attendance and encourage family transport resiliency.

# Looking Ahead (For Future Supplemental Plans)

- Evaluation of the pilot Equity Informed Temporary Transport Program
- Further refinement to address challenges with high school transportation



# Questions?

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## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

April 17, 2024

### **Title**

Bond Project – Equity, Access, & Health – Chavez Elementary School Life Skills Renovation

### **Presenter**

Ryan Spain – Director of Facilities

### **Background.**

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. The bond included equity, access and health improvements for all districts sites in need. Improvements at Chavez Elementary are required to support an updated space for a new Life Skills program. Improvements including restroom, classroom, and sensory spaces will be completed over the 2024 summer months.

### **Budget/Resource Implications:**

Of the bids were received, the winning bid was by GBC Construction, LLC for the program space improvements was \$225,000 and within the budgeted amount. The project will be funded by the available General Obligation Bond funds.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

### **Recommendation**

The superintendent recommends the award to GBC Construction, LLC for program space improvements at Chavez Elementary in the amount of \$225,000 funded from available General Obligation Bond funds.



## ITEM FOR ACTION–CONSENT AGENDA

### Date of Meeting

April 17, 2024

### Title

Bond Project – Churchill High School Roofing

### Presenter

Ryan Spain – Director of Facilities

### Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs to protect and extend the useful life of the district’s asset. These projects paid for through available General Obligation Bond funds. Churchill High School’s dome and STEM building roofs are in need of replacement. Replacement work has been scheduled for the summer of 2024.

### Budget/Resource Implications:

Multiple bids were received. The winning bid by 2G Construction, Inc. was \$1,811,911 and will be funded from available General Obligation Bond funds.

### Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

### Recommendation

The superintendent recommends the award to 2G Construction, Inc. for the Churchill High School’s dome and STEM building roofing project in the amount \$1,811,911 funded from available General Obligation Bond funds.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

April 17, 2024

### **Title**

Bond Project – Yujin Gakuen Elementary School: Furniture Purchase

### **Presenter**

Ryan Spain – Director of Facilities

### **Background**

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School. These new facilities required some program relocations to support the construction of new facilities.

With the decision to relocate Yujin Gakuen to the Willard School site, new furniture will be procured to outfit the site buildings. Furniture was selected with participation of staff and administration from the school to fit the needs of their new spaces.

### **Budget/Resource Implications:**

This furniture, shipping, assembly and installation cost are included and will be funded from available Bond funds. School Specialty, Inc. is the state contract partner and recommended award for \$476,670.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

### **Recommendation**

The superintendent recommends the award to School Specialty, Inc. for furniture purchase at Yujin Gakuen Elementary School in the amount \$476,670 funded from available Bond funds.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

April 17, 2024

### **Title**

Transportation Bus Wash Infrastructure

### **Presenter**

Ryan Spain – Director of Facilities

### **Background**

The transportation department bus wash equipment has reached the end of its service life. Old equipment only serviced standard busses where the new bus wash & equipment will adjust to service busses as well as other vehicles/equipment within the district fleet. The Board approved the purchase of the equipment only during the February 7<sup>th</sup>, 2024 board meeting. This consent item is for the bus wash infrastructure to include civil, structural, electrical, plumbing to support the purchased bus wash equipment.

### **Budget/Resource Implications:**

Multiple bids were received with the successful bid to Bineham Construction for \$403,060. The bus wash infrastructure to include civil, structural, electrical, plumbing to support the purchased equipment and will be funded from capital reserve funds. The successful bid is within the estimated expenditure for the overall project.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

### **Recommendation**

The superintendent recommends the award to Bineham Construction for bus wash replacement infrastructure at Transportation in the amount \$403,060 funded from available capital reserve funds.



**Eugene School District 4J**  
200 North Monroe Street  
Eugene, OR 97402-4295  
541-790-7700  
*www.4j.lane.edu*

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## **ITEM FOR INFORMATION**

### **Date of Meeting**

April 17, 2024

### **Title**

South Eugene High School Presentation of New School Continuous Improvement Plan (SCIP)

### **Presenter**

Kee Zublin, South Eugene HS Principal

### **Description**

Receive a presentation of School Continuous Improvement Plan (SCIP).

# South Eugene High SCIP Plan

Presentation to School Board  
April 17, 2024



# SCIP Overview

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Focal group: Native American students

Overarching goals

1. On-track to graduate
2. Timely communication
3. Belonging



# Continuous Improvement Process

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1. Determine what is working and what needs to change;
2. Establish a process to engage stakeholders to effect change;
3. Leverage effective practices to implement a plan;
4. Use data to monitor and make timely adjustments to improve outcomes.

# On-track

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## Measures of on-track

1. Grades at Semester 1
2. Grades at Quarter 3
3. Attendance



## Attendance, 2023-24

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All students, average attendance

84.9%

Focal group, average attendance

85.3% (SCIP goal: 86.1%)

# Credits Earned

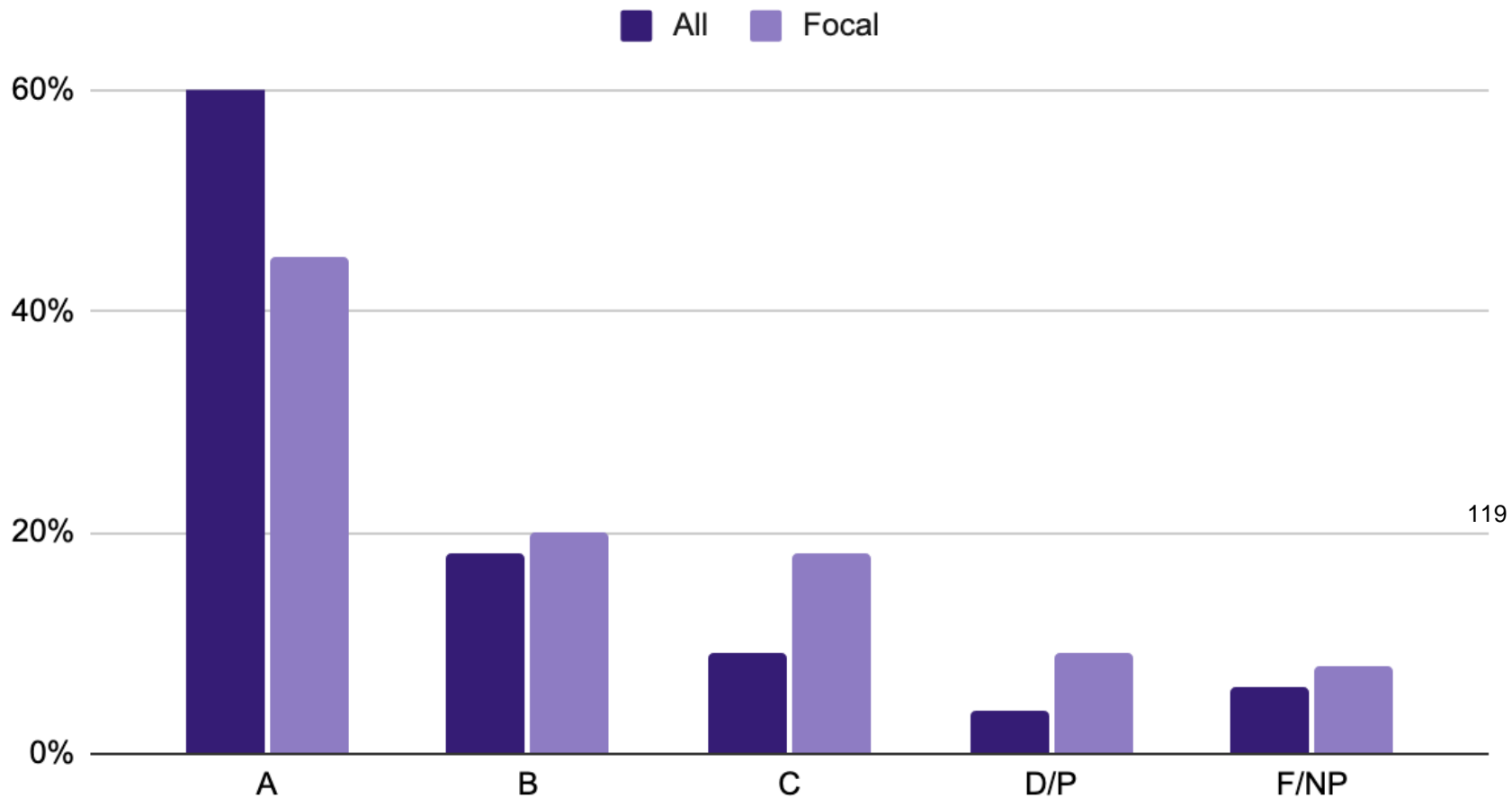
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SCIP Goal: Credit Attainment

Several data teams track grades and credit of focal group students

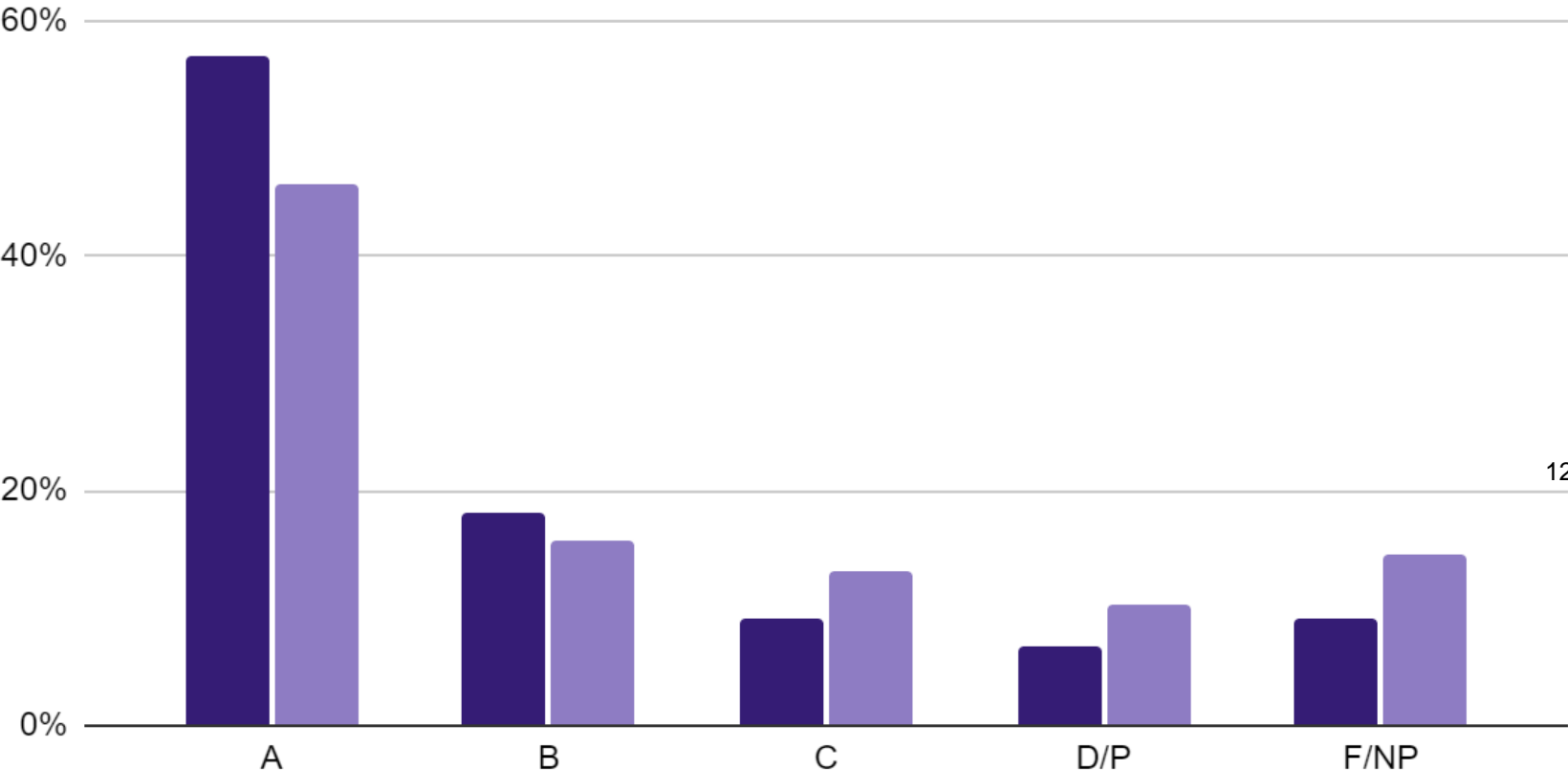
- Student Support Team
- 9th Grade Success Team
- Counselors
- Administration

# S1 Final Grades for Students



# S2 Progress Grades for Students

All Focal



# Timely Communication

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Examples of focused communication:

- Parent Square Native Family Group
- Early access to conferences
- Natives tabling at Open House
- Natives tabling at “Back to Business”
- SEHS working closely with Natives Program to support & advertise events

# Belonging

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- Tier 1 Social-Emotional Learning
- Targeted supports
- No Place for Hate
- Equity Team
- Student Interviews
- Native Garden

# Student Interviews

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Students who were identified as Native American/Alaska Native (based on enrollment information provided by enrolling parent)

Students were interviewed based on expanded, open-ended questions derived from the Climate Survey conducted in Spring 2023, at SEHS

# Belonging

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- The umbrella by which we can gauge the foundation to success for school culture is Belonging.
- If students and families feel like they belong at the school, they perceive themselves authentically as part of the school and are willing to invest more earnestly in themselves.
- The goal of a school is to provide a locale and community of cultivation holistically for development and learning.
- A key ingredient for optimal development and learning is belonging.

# Security

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- Staff treat students fairly well, but do not intervene on student behalf with other students or with curriculum that presents a biased narrative.
- Staff appear neutral when they see bias from one student group to another
- Trusted adults on campus on average is 7 per student

# Trust

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- Not a strong sense that staff will protect students from other students
- Strong sense of trust with their friends but are not as open (or willing to be open) with most staff
- Those trusted adults tend to be mental health professionals, club advisors, and coaches

# Seen / Recognized/ Visible

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- Our system does not acknowledge through intervention or correction hostile student interactions, or curriculum that is culturally biased and neglectful
- One of the easiest ways for adult staff to see/recognize our students is to actively listen when they speak.
- Greetings and conversations with select staff are consistent pattern
- NASU is a resource celebrating the identity and culture of the students
- NATIVES Programming is tailored to the students and frequently provided.

# Increasing Belonging

Future home of Native Garden



# Native Garden @ KDS



# Native Garden @ Kids Down South

A young child with long, light-colored hair is the central focus, smiling broadly with mud smeared on their face and clothes. They are surrounded by green foliage and a blurred background of other children and a garden setting.

## Our Why

- Native Student Belonging
- Greening of Daycare Yards

“Green, biodiverse yards were considered safe, and inspired children’s play, diversified their activities, and increased physical activity. The greenery offered embodied experiences of nature and provided the children with multi-sensory exploration and diverse learning situations.”

-Journal of Environmental Research & Public Health

# Groundbreaking



# Ceremonial Smudging

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# Work Party



# Special Thanks

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Natives Program

NASU

Doak Nursery

Mike Peters, 4J

Sunbelt Rentals



# Next Steps

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- A focus on Quarter 4 & on-time graduation
- Continued focus on student belonging
- Sources of Strength programming
- Curriculum and pedagogy that meaningfully reflects “deep culture”
- Staff PD on inclusive practices and culturally-sustaining pedagogy

A vibrant, abstract background with a blue base, white polka dots, and geometric patterns like triangles and chevrons. In the center, a white rectangular note with the word "QUESTIONS" in a black, hand-drawn font is surrounded by several overlapping, colorful sticky notes (yellow, light blue, light green, light orange, and pink) each featuring a large, hand-drawn question mark. The sticky notes are pinned to a corkboard texture with small, colorful pushpins (yellow, red, blue, green).

# QUESTIONS



## ITEM FOR ACTION

### **Date of Meeting:**

April 17, 2024

**Title:** Mandarin Matrix K-8 Mandarin Language Arts Curriculum Adoption

**Presenter:** Jen Hebard, Principal Chinese Immersion

### **Background:**

Chinese Immersion began in 2017 with one section of Kindergarten and first grade. Each year we have added a grade level. Over the 7 years we've made small purchases (not to exceed \$6,000) of Chinese (Mandarin) Language Art curriculum support based on what that grade level teacher wanted/requested. This has resulted in a few different Chinese (Mandarin) Language Arts curriculums being used at different grade levels. As we've built our school and are now K-7 (soon to be K-8, as we begin the 2024-25 school year) we have developed extensive knowledge of what is needed in the way of curriculum for our students in our 50:50 program model, and the progression of their Chinese (Mandarin) language proficiencies. Using one cohesive curriculum, grades K-8 will provide an articulated progression of Chinese (Mandarin) Language Arts proficiency in Reading, Writing, Speaking and Listening throughout all grade levels.

### **Outline of Process:**

**Objective** - To adopt a comprehensive K-8 Chinese (Mandarin) Language Arts curriculum for implementation during the 2024-2025 school year. This curriculum will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Standards, as well as aligned to research.

This single curriculum will effectively need to teach foundational skills, prompt content learning and comprehension, support writing and oracy development.

### **Team** - Mandarin Teachers at Chinese Immersion:

Angela Yang, Grades 6th and 7th (reviewed 8th grade materials as well)

Siqin Taoli, Grades 4th and 5th

Xiaowen Jensen, Grades 3rd and 4th

Haihui Wang, Grades 1st and 2nd Lynette

Williams, DLI TOSA

Jennifer Hebard, Building Administrator

**Options and Alternatives:**

If this request was to be denied, we would continue with our current curriculum at the different grade levels, that has been pieced together since the program launched. The overall negative impact would be to student learning and their progression of skills as they move from one grade to another. In addition, another negative impact would be on the time of our staff, as they have to rework and modify the current curriculum to meet the standards. All while also working to co-create materials to use for the interventions needs of our students.

Kindergarten and First Grade would continue to use prep and personal time to modify the Better Chinese curriculum to fit the needs of our early learners. Currently our K/1 teacher spends a great deal of time creating their own lessons based on Better Chinese as the curriculum pacing does not currently work to support our 50:50 model of instruction. During the first two years in the program, we are working to build student confidence, foundational skills, and multiple opportunities for practice in the target language (Mandarin).

As students continue to progress from Second to Fifth Grade at Chinese Immersion, the teachers would continue to use aspects of Better Chinese. However, they would like to use an integrated curriculum - which will provide detailed teacher's guides, highlighting key grammar concepts, oral focus, teaching objectives, effective evaluation suggestions, and related readings, which could assist teachers to formulate their reading lesson plans.

**Budget/Resource Implications:**

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption policy. Funds have been earmarked for the purchase of the K-8 Mandarin language arts curriculum.

**Board and Superintendent Goals:**

Investing in the K-8 Chinese (Mandarin) Language Arts Curriculum promises a synchronized and inclusive approach to providing our students in the Chinese Immersion Program with equitable learning opportunities as they advance from elementary to middle school (and beyond) and refine their language proficiency skills. Having a comprehensive curriculum empowers our students to enhance their reading, writing, listening, and speaking abilities in Chinese (Mandarin) from Kindergarten through Eighth Grade, fostering continuous growth and fluency in the language.

**Goal 1:** Educational Excellence with Equitable Access and Outcomes for Every Student

- Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

**Objective 1:**

- Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.
- Adopting stronger curricular tools is an essential component to improving literacy instruction and outcomes for the district.

**Recommendation:**

The Superintendent recommends the school board initiate the process for the K-8 Mandarin Language Arts adoption.

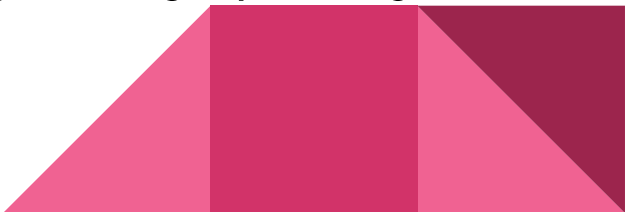
# Mandarin Matrix

Chinese Language Arts Curriculum Adoption

## Objective

To adopt a comprehensive K-8 Chinese Language Arts curriculum for implementation during the 2024-2025 school year. This curriculum is aligned to the American Council on the Teaching of Foreign Languages (ACTFL) and ODE World Language Standards.

This single curriculum will effectively provide students with lessons in target language foundational skills, prompt content learning and comprehension, as well as support writing and oracy development for our students grades K-8. It supplies a multitude of practices for language acquisition, providing equitable<sup>41</sup> access through various learning modalities for reading, writing, speaking and listening in the target language.



# Chinese Language Arts (CLA) - Curriculum Team

## **Mandarin Teachers at Chinese Immersion:**

Angela Yang, Grades 6th and 7th (reviewed 8th grade materials as well)

Siqin Taoli, Grades 4th and 5th

Xiaowen Jensen, Grades 2nd and 3rd

Haihui Wang, Grades K and 1st

Lynette Williams, Dual Language Immersion (DLI) K-12 TOSA

Jennifer Hebard, Building Administrator

Melissa Ibarra Director of K-12 Immersion Schools

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Consultation also in partnership with an 8-12th grade Chinese Language Immersion teacher and AVANT Immersion Facilitator from Davis Co. School District, Utah



# Rationale for Adopting Mandarin Matrix

1. Mandarin Matrix will provide a comprehensive curriculum for grades K-8.
1. Mandarin Matrix will create a vertical alignment from grade to grade, better preparing our students for *reading, writing, speaking* and *listening* as they progress through the proficiency standards at all grade levels.
1. Mandarin Matrix provides resources for parents to support students at home. This meets our SCIP goal of a strong school to home partnership in their child's learning of Mandarin. 143
1. Mandarin Matrix will effectively monitor and track students' progress and provide informative data that can be used to adjust instruction as needed. This will help ensure equitable outcomes for all students.

# Negative Impact if Adoption is Not Approved

If this curriculum adoption were to be denied we would:

1. Continue the current pieced-together approach, potentially impacting students' seamless progression of skills across grade levels and impeding their overall learning experience.
2. Kindergarten-eighth grade teachers would remain burdened with the time-consuming task of modifying the existing Easy Steps to Chinese curriculum to align with instructional needs, detracting from their ability to focus on building foundational skills and fostering student confidence.
3. Teachers from Kindergarten to Eighth Grade would lack the comprehensive support provided by an integrated curriculum, leading to a disjointed instructional approach and potentially compromising the effectiveness of language acquisition and skill development in vertical alignment.

# Budget



## K-8th Grade:

- 6 year site license, with digital and physical materials.
- Discounted print pricing with multi-year license purchase.
- One-year pricing for online licenses with a discount for the remainder of this school year, allowing for a smooth transition.
- Online Professional Development Offerings Incorporated

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**Total: \$162,500**

谢谢! 请问, 有没有问题?

Thank you! Are there any questions?



## ITEM FOR ACTION

### Date of Meeting

April 17, 2024

### Title

Proposed 2-Year Academic Calendar:  
2024-2025 Academic Year  
2025-2026 Academic Year

### Presenter

Colt Gill, Interim Superintendent

### Background

An approval of the two-year academic calendar sets up the district up to have a continual plan for the upcoming two academic years. In future years, one academic calendar for the second year of the two-year cycle will be presented for board approval.

A two-year academic calendar provides an informational tool to facilitate thoughtful planning for academic initiatives and professional learning; and for families to be able to plan future personal events and travel with the knowledge of when school is and is not in session.

This being the district's first trial of a two-year calendar model, the district and/or the Board may opt to review the 2025-26 calendar for updates in the spring of 2025, based on the experience and implementation of the 2024-25 calendar.

### Key changes from the DRAFT calendars provided in April 3, 2024 Board Materials:

- An additional day is added as another Teacher Planning/School Improvement day. This maintains current practice of provided five days, rather than 4, at the beginning of the school year for this purpose.
  - 2024-25: August 27
  - 2025-26: August 26
- Returns the February days to 8-hour "Transition Planning" days.
  - 2024-25: February 3
  - 2025-26: February 2
- Returns the days following spring break to "No School: Planning/Professional Development" days.
  - 2024-25: March 31
  - 2025-26: March 30
- Limits professional development to 2 hours on "Mid-Term Grading Days", to provide the majority of the time for grading.
  - 2024-25: November 8 & April 18
  - 2025-26: November 10 & April 17
- Returns the June grading days for elementary to 8-hour grading days.

- 2024-25: June 6
- 2025-26: June 5
- Removes the May No School days for the purpose of possible weather make-up.
- Adjusts final days of school in June to reflect the addition of the August and March inservice days.

This calendar seeks to find a balance for educator planning, professional development opportunities, and adds additional instructional days for students over the current year's calendar.

## 2024-2025 School Calendar by Semester

### SEMESTER 1

Tues	Aug 27	Teachers report –Teacher planning
Wed	Aug 28	School improvement and Teacher planning
Thu	Aug 29	School improvement and Teacher planning
Fri	Aug 30	School improvement and Teacher planning
Mon	Sep 2	No School – Labor Day
Tue	Sep 3	School improvement and Teacher planning
Wed	Sep 4	Tiered start with K, 6, 9
Thu	Sep 5	All grades begin
Fri	Oct 11	No School – Non-contract Day - Optional Paid PD
Fri	Nov 8**	No School – Midterm Grading/Professional Development 2 Hrs
Mon	Nov 11	No School – Veteran’s Day
Mon	Nov 25	No school – Parent-Guardian/Teacher Conference
Tue	Nov 26	No school – Parent-Guardian/Teacher Conference
Wed	Nov 27	Non-contract
Thu	Nov 28	No School – Thanksgiving
Fri	Nov 29	No school
M-F	Dec 23-Jan 3	No School – Winter Break
Mon	Jan 6*	No School – Planning/Professional Development
Mon	Jan 20	No school - MLK Jr. Day
Fri	Jan 31	No School – Last day of Semester 1, grading day
Mon	Feb 3	No School – Transition Planning

### SEMESTER 2

Tues	Feb 4	Semester 2 begins
Mon	Feb 17	No School – President’s Day – <i>possible school closure make-up day</i>
M-F	Mar 24-28	No School – Spring Break
Mon	Mar 31*	No School – Planning/Professional Development
Fri	Apr 18**	No School – Midterm Grading/Professional Development 2 Hrs
Mon	May 26	No School – Memorial Day
Fri	Jun 6	Elementary Report Cards – No School Elementary Only
Tue	Jun 13	Students’ last day - half day
Wed	Jun 16	Teachers’ last day
T-W	Jun 17-18	Possible school closure make-up day

**\*5.5 hours professional development/2 hours uninterrupted planning**

**\*\*2 hours professional development/5.5 hours planning**

## 2025-2026 School Calendar by Semester

### SEMESTER 1

Tues	Aug 26	Teachers report –Teacher planning
Wed	Aug 27	School improvement and Teacher planning
Thu	Aug 28	School improvement and Teacher planning
Fri	Aug 29	School improvement and Teacher planning
Mon	Sep 1	No School – Labor Day
Tue	Sep 2	School improvement and Teacher planning
Wed	Sep 3	Tiered start with K, 6, 9
Thu	Sep 4	All grades begin
Fri	Oct 10	No School – Non-contract Day- Optional Paid PD
Mon	Nov 10	No School – Midterm Grading/Professional Development 2 Hrs
Tue	Nov 11	No School – Veteran’s Day
Mon	Nov 24	No school – Parent-Guardian/Teacher Conference
Tue	Nov 25	No school – Parent-Guardian/Teacher Conference
Wed	Nov 26	No school – non-contract
Thu	Nov 27	No School – Thanksgiving
Fri	Nov 28	No school – non-contract
M-F	Dec 22-Jan 2	No School – Winter Break
Mon	Jan 5*	No School – Planning/Professional Development
Mon	Jan 19	No School – MLK Jr. Day
Fri	Jan 30	No School – Last day of Semester 1, grading day
Mon	Feb 2**	No School – Midterm Grading/Professional Development 2 Hrs

### SEMESTER 2

Mon	Feb 3	Semester 2 begins
Mon	Feb 16	No School – President’s Day – <i>possible school closure make-up day</i>
M-F	Mar 23-27	No School – Spring Break
Mon	Mar 30*	No School – Planning/Professional Development
Fri	Apr 17**	No School – Midterm Grading/Professional Development 2 Hrs
Mon	May 25	No School – Memorial Day
Fri	Jun 5	Elementary Report Cards – No School Elementary Only
Tue	Jun 12	Students’ last day - half day
Wed	Jun 15	Teachers’ last day
T-T	Jun 16-18	Possible school closure make-up day

**\*5.5 hours professional development/2 hours uninterrupted planning**

**\*\*2 hours professional development/5.5 hours planning**

# 2024–25 District Calendar

## Eugene School District 4J



### 2024

**July**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**August**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**September**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**October**

M	T	W	T	F
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**November**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**December**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### 2025

**January**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**February**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**March**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**April**

M	T	W	T	F
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**May**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**June**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**August**

27-30 Teacher Planning/School Improvement

**September**

- 2 Labor Day
- 3 No School: Planning Day
- 4 First Day: Kinder & Grades 6, 9
- 5 First Day: Grades 1–5, 7–8, 10–12  
All students attend

**October**

11 No School

**November**

- 8 No School: Mid-Term Grading/  
Professional Development 2.0 Hrs
- 11 No School: Veterans Day
- 25-26 No School: Parent-Teacher  
Conferences
- 27-29 No School: Thanksgiving Break

**December**

23-31 Winter Break

**January**

- 1-3 Winter Break (cont'd)
- 6 No School: Planning / Professional  
Development
- 7 Students Return
- 20 No School: Martin Luther King, Jr. Day
- 31 No School: Semester Grading Day

**February**

- 3 No School: Transition Planning
- 4 Start of 2nd Semester
- 17 No School: Presidents Day  
(possible weather make-up day)

**March**

- 24-28 Spring Break
- 31 No School: Planning / Professional  
Development

**April**

- 18 No School: Mid-Term Grading /  
Professional Development 2.0 Hrs.

**May**

26 No School: Memorial Day

**June**

- 6 No School for Elementary: Grading
- 13 Last Day for Students: Half Day
- 16 No School: Semester Grading Day

- First/Last Day of School
  - School not in session, all grades
  - No School: Teacher Planning
  - No School: Possible Weather Make-Up Day
  - No School: Grading/Professional Development\*
  - No School: Parent/Teacher Conferences
  - End of Semester
- 151
- \* Half day for elementary schools on June 13

Adopted by the Eugene School District 4J School Board on TBD

This calendar may be altered at the discretion of the Eugene School District 4J School Board.

# 2025–26 District Calendar

Eugene School District 4J



## 2025

July					August					September				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3						1	2	3	4	5
6	7	8	9	10	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	24	25	26	27	28	29	30	31		

## 2026

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2						2	3	4	5	6
5	6	7	8	9	2	3	4	5	6	9	10	11	12	13
12	13	14	15	16	9	10	11	12	13	16	17	18	19	20
19	20	21	22	23	16	17	18	19	20	23	24	25	26	27
26	27	28	29	30	23	24	25	26	27	30	31			

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			

- First/Last Day of School
  - School not in session, all grades
  - No School: Teacher Planning
  - No School: Possible Weather Make-Up Day
  - No School: Grading/Professional Development\*
  - No School: Parent/Teacher Conferences
  - End of Semester
- 152
- \* Half day for elementary schools on June 12

Adopted by the Eugene School District 4J School Board on TBD

This calendar may be altered at the discretion of the Eugene School District 4J School Board.

### August

26-29 Teacher Planning/School Improvement

### September

- 1 Labor Day
- 2 No School: Planning Day
- 3 First Day: Kinder & Grades 6, 9
- 4 First Day: Grades 1–5, 7–8, 10–12  
All students attend

### October

10 No School

### November

- 10 No School: Mid-Term Grading/  
Professional Development 2.0 Hrs
- 11 No School: Veterans Day
- 24-25 No School: Parent/Teacher  
Conferences
- 26-28 No School: Thanksgiving Break

### December

22-31 Winter Break

### January

- 1–2 Winter Break (cont'd)
- 5 No School: Planning Day /  
Professional Development
- 6 Students Return
- 19 No School: Martin Luther King, Jr. Day
- 30 No School: Semester Grading Day

### February

- 2 No School: Transition Planning
- 3 Start of 2nd Semester
- 16 No School: Presidents Day  
(possible weather make-up day)

### March

- 23-27 Spring Break
- 30 No School: Planning / Professional  
Development

### April

- 17 No School: Mid-Term Grading/  
Professional Development 2.0 Hrs

### May

25 No School: Memorial Day

### June

- 5 No School for Elementary: Grading
- 12 Last Day for Students: Half Day
- 15 No School: Semester Grading Day



**Eugene School District 4J**  
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541-790-7700  
*www.4j.lane.edu*

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**ITEM FOR ACTION AT A FUTURE MEETING**

**Date of Meeting**

April 17, 2024

**Title**

Select Process to Review Policy Relevant to Materials Displayed in Classrooms

**Presenter/s**

Maya Rabasa, Board Chair